DOCUMENT RESUME

ED 263 241 UD 024 505

| | |
|---|---|
| TITLE | A Model Program Narrative. Transitional Black Women's Project. |
| INSTITUTION | Atlanta Univ., GA. Women's Inst. for the Southeast. |
| SPONS AGENCY | Women's Educational Equity Act Program (ED), Washington, DC. |
| PUB DATE | 83 |
| NOTE | 123p.; For related documents, see UD 024 502-504. |
| PUB TYPE | Reports - Descriptive (141) |
| EDRS PRICE | MF01/PC05 Plus Postage. |
| DESCRIPTORS | Adult Education; *Blacks; *Career Education; Children; *Disadvantaged; Elementary Secondary Education; Employers; *Females; Human Relations; Job Search Methods; Job Skills; Low Income; *Program Design; Program Implementation; Questionnaires; Racial Bias; *Self Esteem; Sensitivity Training; Social Workers; Underemployment; Unemployment |
| IDENTIFIERS | *Transitional Black Womens Project GA |

ABSTRACT

This booklet is a description of a model program developed to improve the status of transitional black women in the southeastern United States. These women are defined as under- or unemployed, poor, undereducated, migrant, or household heads, unaware of specialized educational and occupational opportunities available to them, and/or unable to take advantage of these opportunities. The program was designed to aid these women in eliminating dysfunctional images, obtaining productive and rewarding occupations, and improving their self-images and social status. Fifty transitional black women were chosen to participate in the model program with the objective of making them employable by 1983 (three years after the project had been initiated). Of the 31 women who remained active participants, 58% became employable or enrolled in post-secondary schools by the given date. This booklet provides information on program components, including sections on: (1) the sequential training program for transitional black women--human relations training, general education development training, occupational skills training and counseling, and work experiences on-the-job training; (2) intervention training programs for social workers and prospective employers of transitional black women and human relations and occupational training for their children; (3) communications/technical support services for the model program; (4) an administrative schema; and (5) evaluations and recommendations for replication and improvement of the program. Appended are a bibliography and supporting documentation giving statistical information about results of participants' achievements and samples of materials used. (CG)

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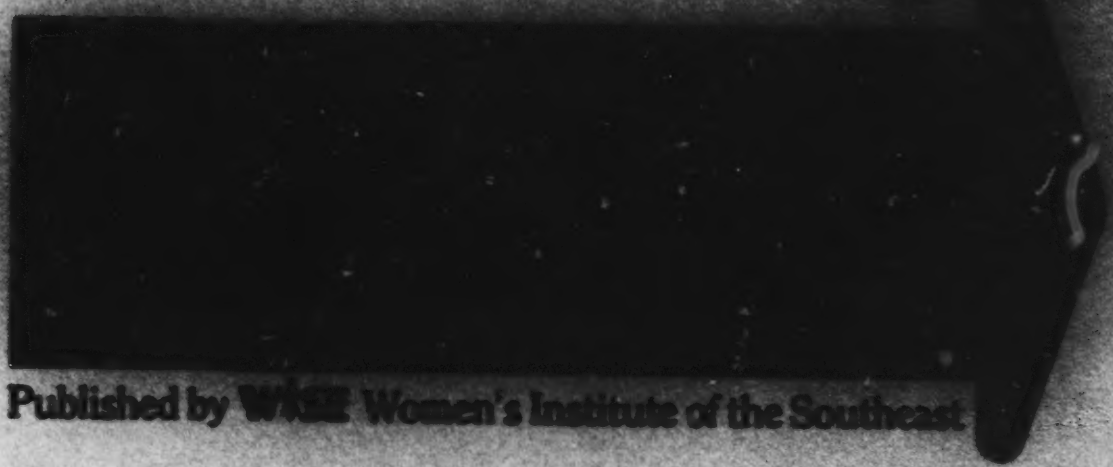
# Transitional Black Women's Project:

# A Model Program Narrative



Published by WISE Women's Institute of the Southeast

# TRANSITIONAL BLACK WOMEN'S PROJECT: A MODEL PROGRAM NARRATIVE

**Women's Institute of the Southeast**
**Atlanta University Center**
**Atlanta, Georgia**

Women's Educational Equity Act Program
U.S. Department of Education
T.H. Bell, Secretary

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ACKNOWLEDGEMENT: This document was prepared by the staff of the Women's Institute of the Southeast

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The activity which is the subject of this report was produced under a grant from the U.S. Department of Education, under the auspices of the Women's Educational Equity Act. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

Women's Institute of the Southeast
223 Chestnut Street, S.W.
Atlanta, Georgia 30314

# TRANSITIONAL BLACK WOMEN IN THE SOUTHEAST

## A Model Training Program

The Model Program for Transitional Black Women was developed and administered in Atlanta, Georgia from June 1, 1980 to December, 1983, by the Women's Institute of the Southeast (WISE), a semi-autonomous women's center serving the Atlanta University Center—a consortium of seven undergraduate, graduate, and professional historically Black institutions of higher education. The Program was funded by the Atlanta University Center consortium and by a three-year grant from the Women's Educational Act Program, U.S. Office of Education.

In 1980, the Women's Institute of the Southeast contracted to design, implement and evaluate a model program for improving the status of transitional Black women in the southeastern region of the United States. The ultimate, measurable objective of the model program was to make 50 transitional Black women employable by December, 1983.

Transitional Black women are defined as poor, unemployed or underemployed, poorly educated, migrant, household heads, who generally settled in identifiable neighborhoods, and are unaware of specialized educational and occupational opportunities available to them and/or do not know about or have the prerequisites necessary to take advantage of these opportunities. Dysfunctional images, basic educational training, occupational counseling, and on the job experience were identified as the major areas requiring attention in the program.

The program was specifically designed to aid transitional Black women in eliminating dysfunctional images, obtaining productive and rewarding occupations, and improving their self-concepts and social status. In order to accomplish these program goals, the staff engaged in research, educational training, human relations training, occupational counseling, job placement and supervision. Intervention training for groups interacting with transitional Black women, media (print and electronics) and group reinforcement of positive self-images, presentation of positive role models, and networking activities also were used in the Project.

A three-year, sequential plan of operation was formulated to provide the support, education, training and experience the transitional Black women needed to become successful as workers. Five operational units were set up to implement the model program: (1) Research, (2) Human Relations, (3) Skills Development, (4) Communications/Technical Services, and (5) Administration/Co-ordination. During the first three months of the program, staff were hired. Fifty transitional women were selected as project participants, and the sequential phases of the program were reviewed and refined by the staff.

Three intervention program segments were included in the model program to address the need for improving understanding, cooperation and communication among (1) offspring of transitional Black women; (2) social workers who administer AFDC funds, public housing programs, etc., for transitional Black women; and (3) personnel officers and prospective employers of transitional Black women.

For the children, an intervention strategy was designed to allow program staff to provide counseling, career training, and human relations training in selected public schools in transitional neighborhoods. This step was viewed as one means of intersecting what appeared to be a generational cycle of dysfunctional images, lack of adequate educational training and economic inequality for Black women.

A human relations training workshop was designed to (1) sensitize social workers and employers to the special needs of transitional Black women, (2) discuss the implications of dysfunctional images, (3) formulate useful strategies in relating to these women, and (4) seek the aid of employers and social workers in securing employment for program participants in the Transitional Black Women's Project.

Program components which addressed the specific needs of the primary target group consisted of four ongoing functions and four sequential training activities. The four ongoing functions are outlined below:

1. Administration—coordination of the training components, support services, research, and evaluation; public relations; management of intervention program components; development of tools for reporting and communicating program goals and activities to the funding agency and to the Atlanta University Center; and fostering a climate supportive of the goals and objectives of the model program.
2. Research—identifying participants, determining their specific characteristics, needs and priorities, and making programmatic recommendations to the training staff.
3. Evaluation — continuous monitoring and assessment of programming, staffing patterns, performance, program participants, operational techniques, and adherence to program goals and objectives.
4. Communications/Technical Services—networking; quarterly production and dissemination of a newsletter (*WISE NEWS*) for participants and staff; development of a weekly radio program (Weekly Women's Forum) to provide role models for the women, and to present discussions on topics of interest to program participants and others in the area; and planning periodic luncheons, seminars and informal sessions to exchange views and information.

The four sequential training phases of the model program are outlined below.

1. **Human Relations Training**—developing improved self images in participants, increasing self confidence, and dispelling dysfunctional images participants have of themselves and of employers.
2. **General Education Development (GED) Training**—providing participants an opportunity for educational upgrading and equity through supervised GED training.
3. **Occupational Skills Training and Counseling Workshop**—orienting women to technical aspects of career planning and employment preparation; exercises in career decision making, job application, resume writing, job interviews, job search, and career goals setting.
4. **Work Experience/Job Training and Placement**—providing long or short term, paid and volunteer job assignments; formal and informal educational and training experiences; self employment; providing opportunity for participants to test their interest in an occupation, explore nontraditional options, practice positive work habits; providing learning experiences relevant to participants' employability.

Three handbooks were produced to explain how the training was conducted in the model program. One Handbook outlines the Human Relations Training Program for transitional Black women, a second handbook outlines the Occupational Training Program for transitional Black women, and a third handbook outlines the Human Relations Training Program for social workers and prospective employers of transitional women. These handbooks are available from the Women's Institute of the Southeast, (Atlanta University, 223 Chestnut Street, S.W., Atlanta, Georgia 30314). They may be ordered and used singly as a handbook package, or in conjunction with this Model Program Narrative.

SECTION ONE

# BACKGROUND OF THE MODEL PROGRAM

**Rationale**
**Basic Research Data**

10

## RATIONALE

Most American women experience educational inequity as a result of sexism in American society, but the inequity experienced by Black women in general and rural Black women in particular is acute. Black women made strides in the 1970s toward achieving educational parity with white women, yet, to date, equality has not been reached. Migration by Black women from rural to urban areas does not eliminate this inequity. Those who migrate are classified as urban women because they reside in urban areas, but they are not equipped, psychologically or materially, for urban living. They still tend to function on the basis of rural values and rural expectations, and they are severely constrained by limited and inadequate educational training.

Research on the problems and concerns of transitional Black women in Atlanta revealed three distinct areas of need: (1) educational counseling and assistance; (2) occupational counseling and training; and (3) elimination of dysfunctional images. All three areas are interrelated and have impact upon each other. Bureau of the Census data reveal that over 50 per cent of the Black population resides in the South and that 81% of that population is urban. Black women comprise 13.2 million of the total Black population and three-fourths of them live in urban areas. Within this group only 12.6 percent have completed 4 or more years of college and only 42.4 percent have completed 4 years of high school. As a result of educational inequality as well as sexism and racism, Black women are employed disproportionately in low paying/dead end jobs. Of all employed Black women, 33 percent held jobs as service workers in 1978. To further complicate the problem, about 60 percent of the 7.7 million Blacks below the poverty level live in families maintained by women. Many of these women are neither employed nor employable.

Transitional Black women are also adversely affected by negative, distorted media images. These images are reinforced by school curricula, textbooks, and by classroom teachers in a way that perpetuates a generational cycle of poor self-concepts, educational inequity, unemployment and poverty. In addition, social service workers and employers, both potential and actual, who interact with transitional Black women tend to be paternalistic, disrespectful, and often dehumanizing in their attitudes and approaches to the problems and persons of the transitional Black women.

Obviously, the lack of adequate educational training eliminates the possibility of good occupational opportunities for these women. Professional jobs are virtually closed to them, and the remaining options include: *menial or domestic work* which is low-paying, unrewarding, and unstable; *illegal work* such as prostitution, numbers running, and drug dealing which place hazards on Black women's health and liberty. There was a 45 percent increase in the number of women arrested for prostitution and vice from 1972 to 1976 in Atlanta. Data show that Black women are more likely to be arrested for prostitution and vice than white women. In addition, there was a 24.3 percent increase in female arrests for narcotics violations between 1972 and 1976; *Husband or partner hunting* as a means of shifting to someone else, at least temporarily, the responsibility for their lives. In 1978, 35.4 percent of Black women had never married, 11.0 percent were married with husbands absent, and 20 percent were widowed or divorced. Over 60 percent of the families headed by Black women live on incomes below the poverty level.

The need to develop special programs to deal with self-concepts, occupational impediments, and limitations, and socially oriented stereotypes which hinder progress for Black women is evidenced by the restrictive nature of these options. This need is well documented in both governmental reports and professional literature.

A handbook entitled *Placing Minority Women in Professional Jobs*, (U.S. Department of Labor, 1972) based on a demonstration project studied first in Atlanta, concluded that many minority women face the general problem of breaking out of the *stereotyped* roles in which firms, employers of all types, and others placed them in the past. It is important to bring about changes in women's self-image which allow them to apply for administrative positions. One means of doing so is to create a mutual support system within an institution or a geographical area to reinforce each other's aspirations and to teach each other as a way to perpetuate positive self-images in large groups of women.

A government publication entitled "Women: The Path to Equal Employment" (*Equal Employment Opportunity Commission, Research Report, No. 56*, 1977), reached the following conclusions:

(1) There exists a significant pool of women who are qualified or *qualifiable*;

(2) the existence of employment gaps between men and women workers as a class are sustained by employment discrimination. The report states: "*Black Women have to overcome both sexual and racial obstacles in order to achieve employment.*"

The report also found that women are required to have more education than men to fill the same position and that Black women must have more education than White women to fill the same positions. *Social Indicators of Equality for Minorities and Women*,(U.S. Commission on Civil Rights, August, 1978), supports this contention by pointing

out that the percentage of high school graduates and college graduates overqualified for the jobs which they hold is greater for minorities, male and female, than for White males.

Further, these *economic problems*, which stem in large part from educational inequity, *are exacerbated by the dysfunctional images* of transitional women held by potential and actual employers, public service representatives, potential mates, offspring, the general public, and the transitional women themselves. Unfortunately, the attitudes and dysfunctional images do not change when employable skills are acquired by these women.

It seems clear that *education, occupations and images are inextricably interwoven* and that all must be addressed if transitional women are to advance in this society. Toward this end, the model program was developed to provide a wholistic model for improving the status of transitional Black women in the southeastern region of the United States.

It was felt strongly that negative images must be consciously eliminated from all of the sources listed above. Finally, educational and occupational opportunities must be made known and counseling and supportive services must be made available to transitional women if a meaningful attack is to be made on the myriad problems facing them.

## REVIEW OF RESEARCH ON TRANSITIONAL BLACK WOMEN

The research program addressed in the first quarter of the first year of the project was three-pronged: (1) identifying 50 transitional Black women to participate in the project, (2) determining the specific socio-economic and attitudinal characteristics of the women identified and selected to participate; and (3) prioritizing the educational and employment needs of the women.

In order to identify participants for the project, an effort was made to work with social service agencies, churches, community organizations, and to utilize individual referrals. Large numbers of women were identified through these methods. However, since social service agencies were unable to provide addresses and vital information on individuals receiving AFDC funds, selection of most project participants resulted from contact with church and community organizations and referrals from individual participants as they were selected and enrolled in the program. The participant selection list was closed at 57 names, since the staff reasoned that a level of attrition was likely in a program of this nature.

A questionnaire was designed by the research team and each participant was interviewed individually by researchers. (For a copy of the questionnaire see Appendix "A.") The research instrument required from 2 to 2½ hours to administer. It was designed to provide information on family background, educational background, attitudes toward women—especially other Black women, images of self, career aspirations, skills and work experiences.

Data from the questionnaire were coded and computer processed. Analysis of the data was geared toward providing the human relations team with information necessary to plan the training program to meet the needs of the participants. A preliminary research report was given to the human relations team, but the bulk of the data gathered during the interviews were retained and further analyzed by the research team.

The survey sample consisted of 52 participants. The Survey results provided the staff with a profile of Black women from a psycho-social view. They believed themselves to be healthy, and held strong family and religious ties. Furthermore, they believed that education is important and evidenced a strong desire to be employed and become upwardly mobile. While admitting that they lacked skills for entering the labor market in highly paid occupations they nonetheless desired to earn high incomes and accrue those amenities which are associated with certain professions.

Economically, the majority of the women were unemployed, had few skills, and lacked the education and training to ensure that they would become independent of Aid for Families With Dependent Children (AFDC). Their lack of education or training appeared to be strongly related to the early onset of childbearing and the lack of adequate child care or monies to complete high school and attain further training rather than to a dislike of school.

Politically, they were aware of national issues and agreed that voting was an important means of affecting change, but did not necessarily feel that voting would have a major impact on their individual lives.

Demographically, they were the children of rural parents living in Southwest Atlanta, Georgia. The participants ranged in age from 18-53 years and had an average of 2.5 children. The majority of the women were 18-25 years old and had 1-2 children. The oldest participant, who was 53 years old, had 7 children. On the average, they had an 11th grade education; most had attended integrated urban schools in the south, and although most of them enjoyed school, they had dropped out because of pregnancy.

occupations that were considered traditionally female (e.g. nursing, cosmetology, teacher's aid, although one was interested in being an architect). Usually the women were generally unemployed and primarily dependent upon AFDC payments for income. In addition, they were characteristically single heads of households living in subsidized housing. They generally classified themselves as living in poor, as opposed to middle or upper class, urban communities.

There was a general consistency in the needs and socio-demographic character of the participants in the sample. However, attitudes and values varied widely with the general tendency on issues of race and sex being very ambiguous. Some of the ambiguous responses to questions concerning racism and sexism reflected historical/generational differences among the participants.

For example, the younger women in the group tended to minimize the importance or relevance of race and sex in educational and occupational experiences more often than older women. Older women were more inclined to approve of women working in nontraditional jobs than were younger women, and few of the women (older and younger) actually indicated a preference for nontraditional occupations.

Additional information on socialization experiences, political beliefs, male-female relationships, and education was revealing. While there was wholehearted acceptance of the potential and capability of women who have acquired the skills and educational training appropriate to any particular endeavor, there was hesitancy among the participants regarding the social acceptability of women performing 'male oriented' jobs or tasks. Additionally, the participants in the project clearly evidenced a tendency to

continue to perceive women as gossipy, emotional, scheming, and conforming to the negative stereotype which plagues the literature and lives of women.

The priorities of participants center on the following: (1) educational training, especially GED training to compensate for their drop-out status; (2) jobs skills training, including interviewing and job search skills; (3) access to career information and contacts; (4) better housing; and (5) their children. The majority of the participants indicated that their children were the most important aspects of their lives.

These research findings were discussed with the entire project staff, and planning sessions were held for the purpose of designing a Human Relations Training Program responsive to the needs and priorities of the participants.

SECTION TWO

# SEQUENTIAL TRAINING PROGRAM FOR TRANSITIONAL BLACK WOMEN

The Human Relations component constituted the first programmatic contact with the transitional women. The program objectives for participant development were designed to accomplish the following:

1. develop a better self-image and increased self-confidence;
2. build the rapport necessary between participants, staff, and consultants of the training to assure that participants complete the three year training cycle;
3. dispel dysfunctional images of transitional women held by participants, employers and society, in general;
4. introduce a range of traditional and nontraditional jobs to which they could aspire;
5. identify and improve human relations skills necessary for job performance, (e.g. non-technical skills such as communications, decision making, problem solving, identification of role and role conflict);
6. initiate dialogue between participants as potential employees and employers concerning mutual expectations and grievances;
7. motivate participants to enroll and continue in the GED training and other parts of the program.

In order to achieve the above objectives, training sessions were divided into three major stages:

1. assessment of and changes in individual self-concepts and socially oriented stereotypes which impede progress in achieving both educational equity and occupational satisfaction;
2. presentation of concepts, information and knowledge which aid in the removal of these impediments; and
3. exploration of human relations skills and techniques which enhance success.

A total of 50 women participated in the program—38 in the June Session (June 16-26, 1981) and 12 in the August Session (August 10-21, 1981). Participants were put into three small groups for the June Session and one for the August Session, each group being assigned an experienced human relations trainer who remained with the group throughout the 10 daily sessions.

## Human Relations Focus

Overall, participants attended 10 sessions of 2½ hours each, making a total of 25 hours. The first session was an overview, allowing participants and staff to focus on exploring values and attitudes, examining needs and expectations, building rapport, and discussing the importance of small face-to-face group interaction. The second session concentrated on understanding the importance of self-awareness and developing it. Participants shared their senses of personal identity, describing strengths and weaknesses. They also examined the concept of stereotyping and identified their personal value systems. The "Bomb Shelter" (U.S. Department of Agriculture, 1980) exercise was used to assess values. In addition, the "morning exercise" (matching applicants to jobs) was used as an introduction to stereotyping. As in the first session, emphasis was placed on building group solidarity through discussion based on the essay "What People Bring to Groups."

Exploration of the impact of negative stereotyping in the areas of employment was the subject of the third session. A film was shown, "The Fable of He and She," which traced historical development of separate work spheres for women and men. In this session, participants heard a lecture on "Health and the Working Woman." This lecture focused on the extent to which sexist notions about the nature of women's health have been the ideological foundation for segregated jobs. This discussion was coupled with a discussion on health problems as a cause of absenteeism from the job, especially for Black women workers. The fourth session focused on roles and role conflicts as factors in job retention. In this session, one concept of role was defined and described: role conflict was seen as an impediment to career success. The importance of clear communication in interaction was also stressed.

Session Five introduced nontraditional job opportunities. It also was an occasion for mid-session evaluation. In this season, the film "Expanding Career Horizons in Vocational Education (Georgia Department of Education, 1980), was shown, and a speaker discussed her success as a technician for a nationally known company.

Problem solving, both personal and job related, was the subject of Session Six. Skills and techniques of problem solving were discussed as well as community resources that can help individuals solve problems. Participants attended a lecture on problem solving that used the Maslow triangle and emphasized community resources as problem solving aids.

Session Seven examined factors which inspire career employment and impede advancement, especially sexual harassment. In this session, discussion focused on survival strategies for Black women and the ways such strategies can be used to offset barriers to career advancement. To conclude this session, participants heard a lecture from the Black female Executive Director of the Community Rela-

tions Commission, City of Atlanta, Georgia. In this lecture, the speaker presented an historical overview of the relationship between race and sex, emphasizing the import of sexual harassment from colonial times to present. The use of historical examples, statistics, and recent incidents helped participants see a continuity in the Black female experience. This data reminded them that their individual plight is indicative of more complex social problems.

The focus of Session Eight was learning to cope in a constructive way with meetings and confrontations with employers. Trainers stressed that confrontations do not need to be negative. In small group sessions, participants were able to role play—act in the role of employer and employee—so that they would develop a greater understanding of both positions. This discussion was coupled with preparation for job interviews. Participants also were able to participate in mock interviews to learn appropriate job behaviors. Job etiquette was stressed by trainers who gave participants a hand-out describing ways to avoid being hired. In Session Nine, the emphasis was on describing nontraditional careers and showing by example that Black women can succeed in these careers. Participants were encouraged by a lead counselor with the Y.W.C.A.'s Project Focus to look for role models. The film, "The Sky is the Limit" (Oglesby-Harden, 1980), introduced career opportunities in the field of aviation.

During the final workshop, Session Ten, the participants evaluated the value of the training and reassessed their attitudes. The Participant Program Final Evaluation and the Human Relations Attitude Assessment were used for this purpose.

## Use of the Group Process

Group activity alternated between small group sessions where attitudes, personal feelings, and values could be explored in a supportive climate. The large group sessions (total assembly) were utilized to present information regarding concepts and skills.

Small group workshops were patterned on the model described by Kenneth Benne in a paper—prepared for training purposes at the Boston University Human Relations Workshop, "The Small Group As A Medium of Re-Education." Benne stresses that the small group can be a setting where individuals can transform attitudes, values, and behaviors which serve as a catalyst for social change. Participants in small groups can change self-concepts, examine stereotypical behavior, and learn new modes of interaction. In small groups individuals experience mutual support, engage in ongoing dialogue, and get constant feedback.

Using the Benne model for the small group sessions, participants were encouraged to share attitudes, values, and feelings with one another. Individuals often think that the problems they face are uniquely theirs; the workshops helped Black women in transition see that their problems were, in part, a result of social circumstances and that they were not alone. Mutual sharing of problems was a way participants began to build group solidarity. While problems were shared, trainers would make a list and in later discussion encourage participants to work on possible solutions.

In one of the small groups, a common problem for many participants was time management and an inability to establish priorities. After this problem was identified, trainers would describe a hypothetical situation and ask participants to write down possible solutions. The trainer told participants to imagine that they were attending night school, working forty hours a week, and single parenting (a relative or neighbor keeping small children during the day). They return home from work and must perform a number of tasks in a two-hour time period. The house needs cleaning, a meal must be prepared, a homework assignment must be completed, and yet, the phone keeps ringing and friends drop by. Given this situation, each participant explored in writing how to accomplish the various tasks. Participants would begin this exercise by listing tasks according to their priority. Each list would be examined and critiqued by the group and the women would talk with one another about their choices.

Another aspect of the small group session was the development of self-concepts. Participants were asked to describe common negative stereotypes about Black women that are accepted by society as a whole. Then they were encouraged to determine whether or not they accepted these stereotypes as adequate role models on which to pattern behavior. For example, if they agreed that Black women are often seen as loud and boisterous, they were then asked if, by any chance, when they are in a public setting they had a tendency to speak louder than necessary. If the answer was yes, trainers would encourage them to analyze why they behave in this manner particularly if they are aware that by so doing, they are conforming to a negative stereotype. The trainer would discuss with the women the general tendency of individuals to speak louder when nervous or afraid. Individuals in one session then would talk about ways to exercise control over their behavior. The trainer would suggest that simply pausing and taking deep breaths in a situation where one is nervous could calm anxieties.

Overall, small group sessions focused on expressing the self, developing positive attitudes, and exploring needs. The personal comments made by participants in the small groups enabled staff to assess the particular needs of individual women. For example, a participant in the small group session continually complained that she had difficulty com-

pleting tasks. The trainer worked with her individually to help her understand and solve the problem by showing her how to develop a step-by-step plan of action that would aid her in finishing tasks.

Large sessions were useful for a variety of purposes, as well. While it was useful for women to identify stereotyped behavior, they also needed to know that they could learn new ways to behave by watching the actions of selected role models. By presenting Black women in unusual jobs to the participants in large group sessions, trainers could dispel the notion that only certain kinds of jobs can be performed by Black women. Speakers were invited to these sessions so participants could have an opportunity to have dialogue with relevant role models.

Participants were introduced to women who were successful in occupations or in jobs that have not been historically held by Black women. Individual ences. For example, one woman was an airplane pilot, another a physician. So that participants would not feel distressed or "put down" if they did not aspire to work in unusual occupations, speakers who came from more common work spheres also were presented. Participants listened to the Black woman airplane pilot who entered into flight training while working through a depression caused by divorce and lack of money. Her family and friends thought she must be "crazy" to want to do this kind of work, and offered no support. After listening to her account one participant said, "I thought I had problems; if she could succeed through all that. I can too."

Large group sessions focused on the sharing of general information. Employers, social workers, career counselors and all program staff made presentations at these sessions. Speakers who were most effective were those who had come from similar backgrounds to those of participants, especially those women who had participated in GED and job training programs instead of working toward success via the traditional educational system. These speakers inspired and motivated participants. Movies and slide-shows that explored racial and sex stereotyping, careers for women, community resources, and a number of other topics were presented in the large group. Usually presentations in the large sessions raised specific issues and covered those issues that were explored in depth in small group sessions.

Participants often sought individual conferences to obtain feedback, assistance, or advice on issues they were reluctant to discuss in large group sessions. These one-on-one sessions also helped staff develop closer relationships with participants. Many of the transitional Black women were not accustomed to individual attention, and through the one-on-one sessions, they felt their uniqueness and their self-worth affirmed.

## Evaluation

The evaluation process involved staff, transitional women, and an outside evaluator. Participants took assessment tests at the beginning and end of the program. Throughout the workshops, participants kept individual journals. They were encouraged to keep a daily account of each activity and describe its usefulness to them personally. Mid-session and end-of-session evaluation questionnaires gave participants the opportunity to rate activities and to make general criticisms and comments. (See Transitional Black Women: Human Relations Training Program Handbook for copy of evaluation questions and results.) Staff members conducted personal interviews and encouraged critical feedback. In the final,large group session, participants verbally expressed criticism. Trainers kept daily records which included attendance, description of material covered, group progress, problems and general personal comments. A meeting of the director and trainers was held before and after each daily session to assess needs, to chart progress, and to plan for the next session. Each trainer wrote a program evaluation at the end of the ten sessions. The external evaluator made site visitations; interviewed participants; reviewed assessment tests and the evaluation questionnaire; read trainers daily reports, written evaluations, and other documentary materials. (See Transitional Black Women: Human Relations Training Program Handbook for copies.)
framework for observing testing, and measuring development of participants and observing changes in their values and attitudes. The interview and questionnaire enabled staff to gather background data on each participant. This information was used to determine strengths and weaknesses as a basis for planning and developing activities and materials for specific individuals and groups. (See Transitional Black Women: Human Relations Training Program Handbook for copy of the pretest questions.)

Analysis of the Attitude Assessment Pre-test responses indicated that the majority of the participants came to the program either agreeing fully or disagreeing fully with the assumptions of the program. They felt that one did not have to be a high school graduate to be a leader. Further, they believed that having uneducated parents did not preclude their chance for success and that women without college degrees could get well paying, interesting jobs. They were sure that they did not have a communication problem because they were assertive in interpersonal interactions; they told people exactly what they thought without considering the impact of their statements.

When the participants explored their feelings about being Black women seeking to work and retain employment, they were less sure of themselves. They were unable to state categorically that

good opportunities were or were not available to them because they were Black women. Their greatest difficulties were job related. They had many conflicts with their supervisors and were unsure about handling disagreements with them. They were ambivalent about working under Black supervisors.

A comparison of the pre-training attitudes and the attitude assessment after completion of the session showed progress in some areas and widespread confusion in others. At the end of the session, the participants still believed strongly that a high school dropout could be a leader. They disagreed among themselves over whether or not changing a decision was a sign of weakness and whether they had trouble on the job because of their race and sex. They were sure that good job opportunities were not available to them because they were Black.

Despite attitudinal changes transferred during the two-week program, initially, participants expressed an inclination to accept a "double standard" for the sexes in employment. When the session ended, participants no longer accepted this point of view. This change in attitude was stimulated by group sessions which emphasized sex-role stereotyping, revealed discriminatory practices, and showed women in various occupations and careers.

Participants rated all parts of the program above average and felt that no major changes should be made. Small group activity and utilization of role models were both rated high. Keeping of a daily log was rated low at mid-assessment, but it received a higher rating at the end when participants turned in notebooks containing newspaper clippings and other related materials, as well as improved daily logs. Keeping of the notebooks aided in the development of communication skills and sensitivity to occupational opportunities, job discrimination, and job-oriented human relations problems. Several of the notebooks bore evidence of the low level of simple communication skills possessed by some participants. A review of notebook contents, however, indicated that participants did learn from each session, although some of them had difficulty in expressing their thoughts. In the unsolicited comments, participants expressed their appreciation for the program as a "different" educational experience and an approach to self-centered learning which gave them a feeling of heightened self-esteem.

Trainers' evaluation were high, both for the conception of the program and the way in which it was executed. Each noted heightened self-concept among participants and expressed the necessity for follow-up.

Several problems were encountered in the attempt to carry out the proposed Human Relations Program. First, adequate profiles of participants were not available at the initiation of the program. This lack of information was especially regrettable in the areas of attitude and values which formed the basis for many of the stereotypes and much of the behavior of the participants. Some of this much-needed information was revealed in the attitude assessment test; and some of it emerged in the small group discussion. Nevertheless, we did discover that at some points in the program, more attention was given to generalities than to precise individual needs.

Second, follow-up activities necessary to reinforce, support and reassure participants during their General Education Development (GED) training periods were not formally structured and carried out. The entire planning process included periodic contact with all participants as well as individual conferences, as needed. However, a change in directorship of the GED program resulted in the elimination of those opportunities. Ideally, the Human Relations Program should serve as a support system for participants throughout their contact with the total training program. A Human Relations component, however, was, structured into the pre-internship training for participants moving from the GED into work situations.

Third, the difficulty in measuring outcomes because of the delayed reaction to Human Relations Training has been discussed. Subsequent interviews have indicated that participants were motivated to improve their status as a result of the training. Several participants indicated specific instances of increased self-awareness and heightened self-concept. Follow-up activities during the next two years as well as later follow-up in employment situations, should aid staff in measuring effectiveness of the Human Relations Training.

## Additional Outcomes

One unexpected result from the Human Relations Program was the experience which it afforded the children of participants. Small children were bussed daily from the Human Relations Training site to a summer nursery school conducted under the auspices of one of the leading churches of the Black community. The nursery was staffed by professionals who, when necessary, gave special attention to these children when they did not fit into the established routine of the school. For some of the children, this was a first-time experience outside of their immediate family circle. For all, it was a worthwhile learning experience. Many of the mothers who identified very strongly with their children, and received their status from motherhood were able to gain a few hours free of child care, thus enabling them to concentrate on their own new training experience. The experience also served as a practical example of how to utilize community resources to meet needs. Several mothers who were formerly unaware of the existence of the nursery continued to utilize its services after the close of the Human Relations sessions.

The location of the Human Relations Training site on a college campus contributed to the building of a better self-image for the participants. Folders bearing the names of the various colleges in bold letters and school colors were distributed to participants as substitutes for notebooks. It was anticipated that the folders would be stored in the office overnight and distributed each day. However, the women took special pride in traveling on public transportation bearing their folders for all to see. Exposure to college students on campus and to college facilities also contributed to image building and motivation.

## GENERAL EDUCATION DEVELOPMENT TRAINING

The overall objective of the GED component of the Transitional Black Women's Project was to provide participants with opportunities for educational equity. It was expected that participants who received supervised GED training 4 to 6 hours a day, 3 to 4 days per week, for a 2 month period would be able to pass the five areas on the GED test (writing, reading, mathematics, social sciences and science), and increase their mathematics and reading test scores by a minimum of one academic grade level.

The supervised GED Training program was administered by Morris Brown College, one of the seven institutions of the Atlanta University Center. Morris Brown was chosen to operate this component of the project because of its certified Adult Education Program which had been in existence for many years: less important but also significant, were its ample physical facilities. Although Morris Brown College assumed administrative and operational responsibilities for supervising the GED Training Program, the instructional staff consisted of three certified adult education teachers supplied by the Georgia State Department of Adult Education who developed and implemented the instructional model. They also administered the GED Practice Test and the TABE used: (Tests of Adult Basic Education) Reading and Mathematics Tests. The actual GED test was administered by the Director of the Morris Brown GED Training Center.

The instructional model for the Supervised GED Training Program consisted of five stages: diagnosis, prescription, instruction, review, and evaluation. Diagnosis was based on three pretests: (1) the GED Practice Test; (2) the TABE Reading Test; (3) and the TABE Mathematics Test. An analysis of the participants' performance on these pretests enabled staff to assess each participant's individual instructional needs. Upon completion of the analysis, a skills chart was made for each participant which identified the skills area which required improvement and practice materials needed for amelioration. Using the self-study instructional approach, teachers presented participants with their prescription (skill chart) and provided them with practice materials. As participants completed each assignment, instructors corrected and rated their exercises. After exercises were rated, participants moved on as the prescription dictated.

The final part of the instructional model was a review which involved testing participants on each area of skills development immediately after they had completed the skill area assignments. If scores on the skills area review test were high, participants were encouraged to take the GED practice test in the appropriate skills area. Evaluation was the final step in this instructional model and involved administration of a simulated GED test used to predict participants' potential for passing the actual GED test.

The period of training as defined by the project objectives was September thru December, 1981. Several days in the month of August, 1981 were used for teacher planning and preparation. Orientation sessions consisted of the staff's determining what type of test would be used for specific placement purposes; interviewing of teachers by coordinators to insure that all academic content areas would be covered; counseling; and a study of the type of material needed that would sufficiently cover the subject areas.

Another objective of the pre-planning session was to develop strategies to insure that the participants would enjoy their academic experience on the college campus as well as accomplish the major purpose of receiving GED training. After several days of changing locations, we were able to locate all sessions in one building on campus. Two hour periods on Monday and Wednesday were reserved for participants to become familiar with and utilize the Library facility. The participants provided input into planning the schedule by suggesting the most convenient training time for themselves during the entire week's span. Both day and night options were considered. Participants and trainers then agreed on a time that was most beneficial to all participants.

Two days during the first week were used for pre-testing each participant. The TABE (Tests of Adult Basic Education) was used for this purpose. Results were recorded in the individual folders of each participant. The TABE was also the instrument utilized for post-testing. The primary objective for this was to show progress, if any, made by each participant.

At the beginning of the training, Fridays were used for weekly meetings of teachers and the coordinator. Later it was decided that the most convenient time to meet each week was on Tuesday at 3:00 p.m. Various items for weekly discussions included the following:

1. Placement of participants according to strengths and weaknesses
2. Adjustment to locations of class sessions
3. Availability of "MARTA Card" (which was taken care of by Institute personnel, specifically the Administrative Assistant to the project)
4. Absenteeism vs. attendance
5. Testing—Schedule for beginning testing and frequency
6. Adequacy of materials needed and used
7. Availability of clerical help needed by teachers (This was provided by the secretary for the Adult and Continuing Education Program)
8. Frequency and availability of storage space needed

9. Deadline for passing test according to the present program completion schedule
10. Possibility of utilizing the college library for an additional four (4) hours per week.
11. Concern of teachers in the scoring of tests because of difference in result of participants on the GED Practice Test and the actual GED Test
12. Impact on attendance after announcement made by administrative assistant relative to a change in date for participants receiving stipends
13. Deliberations as to the possibility of seeking an extension to the GED training period as projected in the proposal—the feasibility of this was based on the lack of progress made by the participants at that particular time
14. Preparation for the update and/or review on the status of the program to the State Department of Education personnel and representatives from the Atlanta University Center
15. Update on participant accomplishments
16. Arrangements for needed remedial sessions
17. Scheduling of GED testing sessions
18. Set up schedule for post-test, utilizing the same instrument (TABE) that was used for the pre-test
19. *Feedback* from participants as to which teachers were really helping (teaching) them and which ones were not
20. Determining the role of the outside evaluator and the purpose for observing class sessions, etc.
21. Scheduling of alternate testing arrangements because of inconvenient dates

The academic resource materials which were used by participants were secured through the Local Coordinator of the Atlanta-Fulton County Program of Adult Education. Other supplies needed to supplement the operations of the program, such as duplicating paper, pencils, poster board, and staples, were provided by the Program of Adult and Continuing Education at Morris Brown College.

Additional items of importance are listed below:

1. The GED Test was administered once per week by the official testing administrator for Morris Brown College. The site of the weekly test was in the Hickman Student Center on the campus of Morris Brown College.

   Note: The GED Test was given in parts to participants as they showed signs of readiness according to instructors. This, of course, means that a participant could have taken one part per week, two parts per week, three parts in two weeks, etc.
2. Orientation for GED participants was held Wednesday and Thursday, September 2 and 3, 1981, from 1:00 p.m. to 3:30 p.m. (Room 404 Fountain Hall, Morris Brown College.)
3. Classes for GED participants began on Tuesday, September 8, 1981, in Fountain Hall on the campus of Morris Brown College and
4. Plans were also made to utilize Monday and Tuesday, December 14 and 15, 1981, for post-planning (Wrap-up and finalize report, etc.). We were informed by the Adult Education Administrator that the teachers could not be released for the additional days because of reassignment, but that the final report would be made the following Monday, December 14, 1981.

It is important to recognize the circumstances surrounding the initiation of this training program. A few days prior to the date on which participants were to report for the training program, the Transitional Black Women's Project Director was notified that the person scheduled to supervise GED Training was to be hospitalized and would be on leave during the time of the training. Therefore, another coordinator from Morris Brown College was assigned to oversee the program. The transition between coordinators was not smooth. In addition, an internal evaluator was not secured. Such a person may have helped the coordinator and staff avoid and/or solve many of the problems which occurred.

## Evaluation

At the end of the scheduled GED training at Morris Brown College, several participants had been unsuccessful in passing the GED test, but they were still anxious to continue their training. Through an arrangement between WISE and two community organizations, 36 participants were given an opportunity to take part in other GED training programs in the city of Atlanta. Thirty-three of these persons were referred to the Opportunities Industrialization Center of Atlanta, Inc. (OIC) for its January - May 1982 GED training class. Sixteen of the referees enrolled and attended classes 5 days per week, four hours per day or arranged a different schedule with the OIC staff. OIC offered them both GED training and exposured them to specific skill/trade job training opportunities.

The remaining participants to retake the GED test had GED scores ranging from 211 to 224. A passing score was 225. Two of them studied independently for the test, and the third enrolled in an Atlanta Public School GED class at the Dunbar Neighborhood Center. All three persons took and passed the GED test by May 29, 1982.

In August, 1982, the GED training agreement between WISE and Atlanta Public Schools was broadened to include additional GED training classes sponsored by the Atlanta Public Schools. Dunbar, Grady Learning, and Howard Learning Centers were made available to participants.

By December 1982, seven of the 50 participants were enrolled in GED centers; 8 had completed GED; 9 had high school diplomas; 13 had dropped out of the GED program, but were active in other WISE activities. GED objectives call for the completion of, or an increase in the participant's reading and math skills. TABE and GRAY test results show that 90% of the participants who entered GED training in 1982 did increase their academic levels.

In 1983, some participants continued to study in WISE monitored GED programs, but most of the women who were unsuccessful in passing the GED test in 1982 chose not to enter neighborhood programs because WISE no longer was able to provide transportation and child care for them. A review of their progress revealed continual improvement of mathematics and reading skills. More importantly, the women were motivated to study and became more confident of their ability to perform.

The GED program revealed the need for individualized tutoring for adult women who drop out of school at an early age and find it difficult to function in a structured academic setting.

## OCCUPATIONAL SKILLS TRAINING AND COUNSELING

In order to meet the diverse needs of the participants, WISE developed a unique, comprehensive and individualized Occupational Skills Training and Counseling Program (OSTC) with primary goals to: (1) improve their basic educational skills; (2) develop greater self-awareness and motivation for career achievement, and (3) acquire job search and career decision-making skills. As explained earlier in this report, the main goal of the Occupational Skills Training Workshop was to introduce the fifty participants to occupations in which Black women are under-represented and to skills and techniques required to gain employment in these and other jobs.

The workshop experience initially was offered between January 21 and February 14, 1982 for the more advanced participants—those who had high school degrees or GED scores of 211 or above. The workshop was repeated between May 28th and June 12th to allow participants still enrolled in GED classes an opportunity to make additional GED achievements prior to entering the workshop experience. A total of twenty-four participants attended 32 hours of training implemented in six workshop sessions or alternative training and counseling sessions to meet workshop objectives.

The workshop experience served to introduce the women to occupations in which they were under-represented and to strengthen employability skills and techniques. After completing the workshop activities, participants were expected to be able to demonstrate a specific set of performance tasks. These tasks are summarized as objectives in the following Summary of the Occupational Skills Training Workshop Curriculum with corresponding developmental exercises (See next page). In addition, the training schedule for the May—June training sessions including days, dates, facilitators, training focus, activity topics and time frames are included as a sample.

## Summary of Occupational Skills Training Workshop Curriculum

| TRAINING FOCUS | OBJECTIVES | EXERCISES |
|---|---|---|
| **Session I.** | | |
| Orientation and accessing individual needs | 1. Determine possible rewards for working | 1. Get Acquainted Exercise "My New Year's Resolution for Career Achievement" |
| | 2. Verbally identify accessible career planning aids | 2. Pre-training Questionnaire |
| | 3. Identify career interests, aptitude and career options for future examination by using assessment tools | 3. Lecture/Discussion: "The Career Planning Process" |
| | | 4. Administration of Picture Interest Survey Exploration (PIES) |
| | | 5. Signing of WISE Participation Agreement |
| | | 6. Workshop session rating by participants |
| **Session II.** | | |
| Building confidence in personal ability to solve problems and achieve significant career goals | 1. Demonstrate in writing a skills pyramid showing the skills involved in performing a routine home management job | 1. Drawing of "My Ideal Job" detailing job setting and salary |
| | 2. Describe verbally a systematic process for solving career related problems | 2. Discussion of relationship between drawings and realistic employment opportunity |
| | 3. Explain in writing one of the greatest resources for self-development and career achievement | 3. Lecture/Discussion of "The Role of Problem Solving Strategies In Making A Career Choice" |
| | 4. Explain why it is necessary for employees or aspiring employees to continue to update their training | 4. Listing of problems encountered in past job search experiences: discussion of causes and steps to solutions |
| | | 5. Presentation of sample home management and career planning responsibilities with directions to outline in writing, corresponding required tasks |
| | | 6. Conducting of individual counseling sessions between trainer and participants to explore solutions to personal problems |

## Workshop Curriculum (cont.)

| TRAINING FOCUS | OBJECTIVES | EXERCISES |
|---|---|---|
| **Session III.**<br>Examination of occupational options | 1. Use job knowledge publications to research working conditions, work responsibilities and salary ranges of preferred jobs<br>2. Demonstrate through discussion an increased knowledge of a broader range of job options including non-traditional occupations for women | 1. Film: "Sky Is The Limit" illustrating apprenticeship options with female role models<br>2. Lecture/Discussion conducted by U.S. Department of Labor Apprenticeship Counselor: "Apprenticeship Training Options"<br>3. Exercise: "Examining Occupational Options." Categories included: (1) business ownership as an alternative; (2) lowest and highest employment demand areas; (3) nontraditional jobs for women<br>4. Workshop rating by participants |
| **Session IV.**<br>Identification and remediation of barriers to career success | 1. Verbally identify personal barriers, job search and job retention<br>2. Formulate a mental or written plan to remove barriers by strengthening personal job readiness behaviors, attitudes and planning skills | 1. Warm-up: Tower Building Through Group Cooperation<br>2. Oral sharing of career achievements for the past six months<br>3. Examination of characteristics that typically result in career failure or job termination<br>4. Examination of characteristics that typically result in success<br>5. Review of personal barriers to job acquisition or upward mobility<br>6. Examination and selection of strategies for removing success barriers<br>7. Workshop rating by participants |
| **Session V.**<br>Strengthening Employability Skills and Setting Career Goals | 1. Develop a written career plan with outline of achievement time frame<br>2. Complete a job application form<br>3. Demonstrate appropriate job interview behaviors or techniques in a simulated job interview<br>4. Organize personal work experience and educational achievements in resume format | 1. Lecture on "Purpose and Procedures For The Job Interview"<br>2. Job interview practice through Role Play<br>3. Lecture on "Purpose and Procedures For The Job Information Interview"<br>4. Assignment to interview workers for job information |



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## Workshop Curriculum (cont.)

| TRAINING FOCUS | OBJECTIVES | EXERCISES |
|---|---|---|
| **Session V. (cont.)** | | 5. Lecture on "Purpose and Procedures For Processing A Job Application"<br>6. Job application processing practice<br>7. Lecture on "Purpose and Procedures For Resume Writing"<br>8. Resume writing practice<br>9. Administration of Self-Directed Search Interest Inventory<br>10. Goal setting for career development<br>11. Recommendations for supplementing Session V with additional WISE and community based training counseling |
| **Session VI.**<br>Work Experience Preparation | 1. Confirm occupational preference or systematically examine new possibilities<br>2. Verbally identify WISE work experience preferences<br>3. Demonstrate knowledge of employer expected behaviors on job site<br>4. State verbally or in writing effective job search techniques | 1. Warm-up: "Making A Success Balloon"<br>2. Identification and sharing of expectations for the WISE work experience<br>3. Lecture on "Myths About Work and Tips for Insuring a Rewarding Work Experience"<br>4. Presentation of Filmstrip. (appropriate hygiene and grooming for work)<br>5. Review of job interview procedures |

## OCCUPATIONAL SKILLS WORKSHOP SERIES
## MAY—JUNE, 1982

**SESSION I.**

| | | |
|---|---|---|
| Friday, May 28 | 4:00 - 4:10 | Registration |
| | 4:10 - 4:30 | Greetings and Program Information<br>Shelby Lewis<br>Claudia Jones |
| | | Warm-up |
| | 4:30 - 5:00 | What DeKalb Community College Has to Offer You<br>Harry Holley, DeKalb College |
| | 5:00 - 6:30 | Identifying Your Career Interest<br>Introduction to Goal Setting and Making a Career Plan |
| | 6:30 - 7:00 | Wrap-up and Evaluation<br>Facilitators:<br>Shirley McPherson<br>Barbara Brown |

**SESSION II.**

| | | |
|---|---|---|
| Saturday, May 29 | 9:00 - 9:30 | Warm-up: Tower Building |
| | 9:30 - 10:00 | Achieving Career and Economic Success Through Nontraditional Means<br>Geraldine Andrews, GSA |
| | 10:00 - 11:00 | Problem Solving Methods for Career Success |
| | 11:00 - 12:00 | Examining Work Options: A Job to Match Your Interest and Abilities<br>a. A Nontraditional Job<br>b. A Job With Promise for the Future<br>c. Self Employment |
| | 12:00 - 1:00 | Lunch |
| | 1:00 - 3:30 | Evaluating Work Options, cont'd |
| | 3:30 - 4:00 | Wrap-up and Evaluation<br>Facilitators:<br>James Liburd<br>Shirley McPherson |

**SESSION III.**

| | | |
|---|---|---|
| Friday, June 4 | 4:00 - 4:30 | Warm-up: Ideal Job Drawing |
| | 4:30 - 5:00 | Lecture/Discussion: "Atlanta Junior College, A Job Training Resource<br>Verel Wilson, Atlanta Junior College |
| | 5:00 - 5:10 | Job Search Training—Part I<br>Mini Lecture: Helpful Job Search Aids:<br>a. Where and How to Look<br>b. Documents to Sell Your Skills<br>c. Interviewing for Job Information<br>d. Interviewing for Employment |
| | 5:10 - 6:45 | Job Search Training, Part II<br>Job Application Processing |
| | 6:45 - 7:00 | Wrap-up and Evaluation<br>Facilitators:<br>James Liburd<br>Shirley McPherson |

**SESSION IV.**

| | | |
|---|---|---|
| Saturday, June 5 | 9:00 - 9:30 | Warm-up: "Career Corners" |
| | 9:30 - 10:00 | Lecture/Discussion: "The Role of Clerical Skills in Job Search and in Job Mobility" |
| | 10:00 - 12:00 | Job Search Training, Part III<br>a. Resume Writing Training |
| | 12:00 - 1:00 | Lunch |
| | 1:00 - 2:30 | b. Resume Writing, cont'd |
| | 2:30 - 3:30 | c. Conducting an Effective Job |
| | 3:30 - 4:00 | Wrap-up and Evaluation<br>Facilitators:<br>Pat Moses<br>Shirley McPherson |

**SESSION V.**

Friday,

June 11

| | |
|---|---|
| 4:00 - 4:30 | Warm-up: Assessing Career/Employment Barriers |
| 4:30 - 5:00 | Lecture/Discussion: Atlanta Area Tech, "A Job Skills Building Resource"<br>Van Keuren, Atlanta Area Tech |
| 5:00 - 6:30 | Developing Winner Job Behaviors and Attitudes Through Human Relations Training |
| 6:30 - 7:00 | Wrap-up and Evaluation<br>Facilitators:<br>Clara Lowe |

**SESSION VI.**

Saturday,

June 12

| | |
|---|---|
| 9:00 - 9:30 | Warm-up: Making a Success Balloon |
| | Lecture/Discussion: "Adapting to Meet the Demands of a Depressed Economy"<br>Karen Ducket |
| 10:00 - 11:00 | Managing the WISE Work Experience<br>a. De-mythifying the Work Experience<br>b. Tips for Insuring a Rewarding Work Experience<br>c. Grooming for Work |
| 11:00 - 12:00 | Exercises to Strengthen Job Interview Skills |
| 12:00 - 1:00 | Lunch |
| 1:00 - 3:30 | Interest and Aptitude-Assessment and Counseling |
| 3:30 - 4:00 | Wrap-up and Evaluation<br>Facilitators:<br>Jennyer Harland, Trainer<br>Shirley McPherson, Workshop Coordinator |

## Supportive Climate

Occupational skills training and counseling activity planning emphasized a program design featuring a "Supportive Climate." It was felt that such a climate would make participants comfortable enough to lower their personal defenses which were naturally heightened in encounters with relative strangers (peers and trainers). The assumption was that participants would be better able to express deficiencies and be more receptive to active participation in exercises leading to learning new skills and changing negative behaviors to more positive ones.

Several factors contributed to the development of the supportive climate. The initial task was an attempt to eliminate language which would stifle rather than promote growth experiences. To accomplish this goal, the training staff assessed their own language patterns by asking basic questions such as, does my language suggest that what males do is normal and what females do is exceptional? Could I substitute a man's name for what I write about a woman and have it read equally well?

Evaluating developmental materials was a second task. Materials were reviewed during the program planning and design stages. Those materials failing to project females as persons of equal worth were eliminated or modified by the staff to project more positive images of transitional Black women.

The Third task was to design program procedures to include the following:(1) exercises to aid the women in continuing to clarify their values with respect to sex role and race stereotyping (follow-up Human Relations Training); (2) support for nontraditional career, education or personal choices; (3) opportunities for the women to talk with work role models of both sexes; and (4) exercises for examining nontraditional occupations as career options.

A fourth task was the utilization of warm-up activities to introduce most training sessions. These activities served to relax the participants, to build trust among them and to help them conceptualize particular career development ideas. Warm-up topics included the following:

> "Sharing Your New Years Resolution for Career Achievement"
>
> "Drawing a Desired Work Setting"
>
> "Building a Card Tower Through Cooperative Group Effort"
>
> "Developing a Positive Job Behaviors Balloon Collection"

Both participants and staff had major responsibilities for creating the supportive training and counseling climate in fulfillment of the fifth task. Participants were expected to play active learning roles in the training and counseling processes. For example, participants were expected to: (1) give input for training activity planning; (2) play leadership roles in the training component; (3) share personal opinions and knowledge and offer support to each other; (4) ask questions for understanding; (5) assess personal attributes and (6) extend WISE experiences to take advantage of higher level or a broader range of career development opportunities. In addition, participants were expected to achieve GED objectives, complete a set of specific training and counseling workshop tasks including a WISE defined experience, and use a rating scale to assess training sessions.

A sixth and final element of the supportive climate was the cooperation exhibited among staff members. The administrative staff, the Occupational Skills Coordinator and the trainers demonstrated support of the WISE goals through a strong commitment to helping the women with vocational and personal development. The quality of staff contributions was illustrated through the staff's sensitivity to women's needs; through the staff's ability to comfortably relate to the women; and in the staff's demonstrated knowledge of general and employment needs and problems of females.

The Occupational Skills Coordinator and three trainers/counselors, serving as the primary leaders for the workshop, exhibited personal qualities and demonstrated techniques which were consistent with those suggested by Fred Otte in *Guidelines for a Successful "Relighting" Workshop* (Otte, 1983). These persons were flexible and established a tone of "Let's help one another." They served as group and individual counseling facilitators and accepted the participants as intelligent persons with valuable ideas to share. Trainers were skilled at putting participants at ease and encouraging discussion by throwing questions back to the group. Most importantly, the trainers were willing to subject their answers to the following question: "Will it work out there in the field for this person?." With an interest in finding something for each person that would work.

## Self-Assessment Tools

A realistic view of personal attributes was regarded by the Occupational Skills Training and Counseling Unit staff as an essential for establishing a basis for strengthening one's skills, attitudes, and behaviors which would tend to lead to success in a job or career. Therefore, four self-assessment tools were utilized. These served two major purposes. First, they aided the training staff in collecting data on the participants' levels of career maturity (development of job readiness skills and behaviors). Second, they aided the participants in developing thinking structures for evaluating their own work related strengths and weaknesses. As a result, participants were better able to clarify their work values and identify personal assets and barriers to employment. Descriptions

of the assessment tools are presented below. The first of these tools to be used, "The Pre-Post Workshop Survey," consisted of a WISE staff-developed set of career planning questions, requiring participants to write and discuss responses.

The remaining three tools were commercially developed. Among these was the Picture Interest Exploration Survey (PIES) produced by Education Achievement Cooperation Inc.. In using this tool, participants followed these steps: (1) viewed a set of 156 slides of hands doing work representing 13 occupational clusters; (2) used a coding system to record corresponding numbers for those jobs of interest; and (3) tallied the numbers of jobs identified for each of the 13 clusters. The clusters with the highest number of jobs recorded were expected to best match the participant's interests. The participants then used information resources such as the *Dictionary of Occupational Titles* (U.S. Dept. of Labor. Employment and Training. 1977) to identify particular job options in interest categories.

The Georgia Career Information System, (GCIS), a third assessment resource, is a collection of occupational information stored in a computer for easy updating. Participants worked enthusiastically with the computer terminal to match their interests and abilities with appropriate occupations. This assessment system, accessed through Georgia State University, provided information on over 300 Georgia based job options. Descriptions of work settings, hiring practices, wages, outlook and aptitude profiles for those successful in a given occupation were available for each job listed. In addition, the following types of information were added to the computer collection within the preceding few months: (1) tips on how to prepare for these occupations; (2) general information tips and suggestions for programs of study and training; (3) Georgia school data including programs, admission requirements information on cost and financial aid, housing; and (4) national school information. Similar systems are available in several states. Information about them may be obtained from State Departments of Education.

The Self-Directed Search (SDS), the fourth tool, consists of a 16-page assessment booklet which enlisted the participants in a thoughtful evaluation of their own abilities and interests. It was answered, scored, profiled, and interpreted by the participants with assistance from the trainer, as needed. The instrument, based on John Holland's *Theory of Careers* (Holland, 1973), was accompanied by an occupation finder which provided descriptive codes for approximately 500 occupations. This resource served to stimulate additional exploration of the world of work.

The self-assessment inventories were used as part of the total career guidance program. They helped identify broad career interest areas for the participants and suggested job competencies to be strengthened. Participants were strongly encouraged by trainers to do further exploration and to view inventory results as beginning their self-assessment process. They did, in fact, use additional job information literature and were exposed to work role models who were vital in giving them career planning information.

### Job and Career Information

The increased self-awareness resulting from an analysis of the self-assessment data, combined with knowledge of job requirements, knowledge of education and training opportunities, and knowledge of job market trends; was viewed by the training staff as essential for career decision making/career planning. Therefore, arrangements were made for this information to be acquired through films; through participants' active exploration of job information literature and community resources; through trainer lectures; and through participants' discussions with a broad range of visitors who were role models representing educational, training, business and industrial organizations. Topics discussed included: (1) The Role of a Job in Career Planning; (2) Planning Next Steps to Employment; (3) Steps for Making a Career Choice; (4) Nontraditional Jobs for Women, Business Ownership, A Career Option for Women; and (5) Jobs with Positive Outlooks.

### Strategies for Removing Employability Barriers

Through specially scheduled Human Relations Training, participants assessed their job readiness progress; examined the role of communication in a work setting and explored the value of personal planning for eliminating roadblocks to success in job search and job retention. This process seemed to help the participants define their own roadblocks to success. Techniques used in the Human Relations Training were the following: (1) counseling/small group dynamics; (2) a warm-up, "Tower Building Through Group Support"; (3) discussion of career achievement prerequisites; (4) role play of effective and ineffective communication strategies for the worksite; and (5) handouts describing traits which facilitate or impede job search and retention.

### Career Planning/Job Search Skill Practice

Another basic aspect of the Occupational Skills Training and Counseling was the exploration of a specific set of job preparation skills. These skills extended beyond those discussed in this narrative. Tools and guides for skills development activities used in these workshop sessions may be found in the Occupational Skills Training and Counseling Handbook. (See bibliography for ordering information.) In

the Occupational Skills Training Workshop, audio visual aids and skill practice were found to be useful to career planning. During training/counseling processes, participants examined the following concepts through individual and small group training and counseling sessions:

1. **Problem Solving/Decision Making.** Participants re-examined problem solving/decision making elements which were similar to those defined in the Krumbolt and Sorenson Decision Making Model (Zunker, 1981). Essentially, the participants identified job preparation, job search, and job retention problems, analyzed their causes, examined and executed alternative solutions.
2. **The Job Interview.** Training in job interview strategies was implemented through a variety of small group and individual counseling techniques. The trainers presented short lectures on the purpose of and procedures for the job interview. Participants reviewed discussion guides to effective interview procedures and role played interview techniques with trainer guidance. Points emphasized in the interview training process were the following:
   a. Types of Interviews
      1. Information Gathering (less structure)
      2. "Stress Test" (more structure)
   b. Types of Questions
      1. Legal vs. illegal questions
      2. Sex-equity, e.g. appropriateness of the question, "Would you mind making the coffee for me?"
   c. How to Deal with Previous Negative Experiences
      1. Getting fired
      2. Conflict with previous employer
      3. Arrest record

   Participants were encouraged to follow-up by practicing with friends or the trainer on a one-to-one basis.
3. **Resume Writing.** The trainer presented a short lecture on the nature of and purpose of a resume. Steps for developing a resume were verbally outlined and visually illustrated. Aids for the writing process were suggested. Participants developed a resume draft based on information and illustrations presented to them. The trainer then reviewed the drafts, suggested ways to strengthen them, allowed time for participants to make changes and discussed arrangements for editing and typing. Ideas examined during the resume training process related to these areas:
   a. Limiting the resume to one page
   b. Determining the case of using a competency-based or analytical format when paid work experience is listed
   c. Determining the value of including volunteer services as work experiences
   d. Avoiding data that may limit chances of employment opportunity
   e. Examining the value of standard English for resume writing
4. **Job Application Skills.** The training strategy consisted of a lecture and demonstration of the nature and purpose of the job application by the trainer. This included a verbal outline and visual illustration (hand-out) of steps for processing the application. Documents on "How to Research a Company" and "Dos and Don'ts for Application Processing" were also handed out. Participants filled out sample application forms and shared them with group members for feedback/ideas for improvement. Participants then made changes as appropriate. Finally, the trainer recommended additional independent practice utilizing the hand-outs and a range of application forms from a variety of companies.
5. **Job Search Skills.** This section of the training/counseling experience featured objectives to develop job search/work experience skills. It was facilitated by an experimental training specialist/trainer. This person employed a variety of approaches to prepare participants for short term as well as long term permanent jobs or work experiences. Participants were presented with a list of employers and job placement resources and information on community placement services. The Job Search Barometer (College Placement Council, 1973) was discussed and used as a guide to work experience and job search. Also, ideas for using friends and the newspaper as resources were discussed. Final elements of job search training involved: viewing and discussing a film: Grooming in the Workplace; reviewing vocational interests assessment results and specifying assessment implications for the work experience. Assessment results were reviewed on a one-to-one basis. Either the trainer or her volunteer assistant worked with each participant individually. This process allowed the trainer who also served as the work experience developer to evaluate work experience preferences and to better match work experience sites with participants.

## Evaluation

This segment of the program was evaluated in conjunction with the Work Experience/Job Training Placement component. A combined evaluation summary appears at the end of the description for the latter component.

Specific worksites were chosen based on the chosen career area of participants, the extent to which they would be exposed to nontraditional careers for women, the degree to which training for a specific job or preparation for a specific career could be attained, and the availability of opportunity to practice appropriate work behaviors and skills. Work experiences were provided in business and industry, health care, retail sales, education, social services, and mass communication organizations, to name a few.

## WISE WORK EXPERIENCE: ON-THE-JOB TRAINING SITES

| Name | Training Dates | Work Site |
|---|---|---|
| 01 | January 12 - January 20. 1983 | Cable Atlanta. Channel 16 |
| 02 | November 10 - December 3. 1982 | Atlanta Southside Comprehensive Community Health Center |
| 03 | January 12 - January 20. 1983 | Cable Atlanta. Channel 16 |
| 04 | April 25 - April 29. 1983 | Women's Institute of the Southeast |
| 05 | January 12 - January 20. 1983 | Cable Atlanta. Channel 16 |
| 06 | January 12 - January 20. 1983 | Cable Atlanta. Channel 16 |
| 07 | January 12 - January 20. 1983 | Cable Atlanta. Channel 16 |
| | October 1982 and ongoing as needed | Morris Brown College. Work Study Program |
| 08 | November 10 - December 3. 1982 | Atlanta Southside Comprehensive Community Health Center |
| 09 | March 29. 1982 to present (employed then trained) | Bronner Brothers Beauty Supply Co. |
| 011 | | Atlanta Job Corp/GED Skills |
| 012 | October 25. 1982 to present (volunteered to spend more time than required) | Hughes Spalding Community Hospital |
| 016 | January 12 - January 20. 1983 | Cable Atlanta. Channel 16 |
| | November 3 - December 5. 1982 | Nutrition Program Planning (WISE supervision) |
| 017 | October 25 - November 19. 1982 | Hughes Spalding Community Hospital |
| 019 | May 2 - May 13. 1983 | Women's Institute of the Southeast |
| 020 | November 15 - December 17. 1982 | Montage Graphics/ WISE Communications Unit |
| 021 | | Black Women's Coalition |

## WISE WORK EXPERIENCE: ON-THE-JOB TRAINING SITES

| Name | Training Dates | Work Site |
|---|---|---|
| 021 | January 12 - February 20, 1983 | Black Women's Coalition of Atlanta, Inc. (Parents Anomymous Program) |
| 022 | October 18 - November 17, 1983 | Cable Atlanta, Channel 16<br>Cable Atlanta, Channel 16 |
| 023 | January 12 - January 20, 1983<br>October 28 - November 24, 1982 | Cable Atlanta, Channel 16<br>Atlanta University, Human Relations Team |
| 024 | February 23 - March 22, 1982 | Atlanta Housing Authority |
| 025 | October 10 - December 3, 1982 | Atlanta Southside Comprehensive Community Health Center |
| 027 | November 10 - November 15, 1982 | Andrews Products |
| 028 | January 12 - January 20, 1983 | Cable Atlanta, Channel 16 |
| 029 | January 12 - January 20, 1983 | Cable Atlanta, Channel 16 |
| 030 | January 12 - January 20, 1983<br>June 14 - July 2, 1982 | Cable Atlanta, Channel 16<br>Women's Institute of the Southeast |
| 031 | January 12 - January 20, 1983<br>March 22 - May 17, 1982 | Cable Atlanta, Channel 16<br>Grisson Associates and State of Georgia Department of Community Affairs |
| 033 | October 25 - November 18, 1983 | The Learning House (a pre-school) |

## WISE EMPLOYED PARTICIPANTS PROFILE

| Name | Nature of Employment | Employer |
|---|---|---|
| 03 | Private Duty, Patient Care | Self Employed |
| 04 | Warehouse | Sears, Roebuck & Co., (Norell Temporary Employment Agency) |
| 07 | Work Study Program | Morris Brown College |
| 08 | Commercial Building Cleaning | Oxford Cleaning Co. |
| 09 | Product Sales in store | Bronner Brothers Beauty Supply |
| 014 | Domestic Services | Atlanta Janitorial Services |
| 015 | Food Services (Cooking & Catering) | Self Employed |
| 016 | Domestic Services & Housekeeping | Master Building Janitorial Services |
| 017 | Substitute Teaching | Right Start Day Care Center |
| 024 | Clerk-Typist | Southern Bell |
| 032 | Seamstress | United Exposition Rental Agency |
| 034 | Cashier | Georgia Building Authority |

The needs of both the participants and employers were considered in planning the work experiences. For example, when a participant was referred to a worksite, she was directed by WISE staff to work cooperatively with her worksite supervisor to develop a work schedule which would meet the employer's needs and accommodate her own time restraints. Verbal and written work performance evaluation by employers indicated that the participants completed the agreed upon number of work hours, followed the rules and regulations of the organization and performed job responsibilities as agreed upon by the participants and the work experience employers.

Approximately 50 percent of the participants placed on worksites maximized the benefits of their work experiences by doing supplementary learning activities in addition to work tasks assigned to them by their supervisors. These persons interviewed those people who worked in jobs that were of interest to them. They also observed at least two workers performing job tasks for a minimum of 15 minutes each, recording the results of their observations using an observation form, and discussing the recordings with a WISE staff person. Guides for conducting such an interview may be found in section three of the Occupational Skills Training and Counseling Handbook.

Compensation for the work experiences ranged from $245.00 for a work experience of 4 weeks or more, to over $4.00 per hour. All employers were encouraged to give the participants a stipend or pay them a salary.

## Support Services

Support services were vital during each phase of the training and counseling program. These services were of a varied nature, and were chosen both to meet immediate needs, and to encourage the women to broaden their interaction with the community. One of the most useful services was child care which was provided for the children of the participants. The women were given information on the centers that matched their needs and were reimbursed for child care services while participating in the program.

Participants were made aware of community career development resources. WISE staff members made numerous announcements in meetings, of the resources and of transportation routes and schedules. Announcements of activities beneficial to participants also were posted in key places. These included YWCA training opportunities, Urban League training opportunities, Black Women's Coalition of Atlanta, Inc. services, and other short and long term training experiences. WISE made special arrangements for participants to take part in group activities thought to be meaningful for more than one person. Such activities included, but were not limited to, Black Women's Coalition Conferences, Atlanta Area Tech programs, and Atlanta Junior College Job Training Career Opportunties Orientation Sessions.

To assist participants in their work experience search, WISE developed and implemented a Skills Referral Bank. This bank enabled participants to have both long and short term work experiences. In addition, resource files for all work experience contacts have been developed for use by participants.

An agreement was reached between WISE and Cable Atlanta to offer the women a television production workshop series on January 12, 13, 19, and 20, 1983. Cable Atlanta also agreed to provide a long-term work experience for one participant and to work with the WISE Media Technical Unit to videotape a documentary of WISE OSTC and other training activities.

WISE NEWS provided useful information on job opportunities and the Working Women's Forum highlighted interviews with role models for project participants.

## Evaluation

Although WISE had no job placement responsibility, over 32 percent of the women attending occupational counseling training found gainful employment with direct assistance from the WISE staff. Educationally, over 85 percent of the women passed the General Educational Development (GED) or increased their educational level. Of the participants who stayed in the Project, 90 percent spent some time in a work experience or on-the-job training by April, 1983. Many of the women were exposed for the first time to the world of work in which rules and regulations were as important as the job itself. Many of them were also exposed to nontraditional jobs for women.

Qualitatively, many of the women in the Occupational Counseling Training Unit expressed positive changes in their attitudes and work behavior. Some reduced their level of shyness during and after the training session. These changes were observed and calculated on the basis of the number of times the women voluntarily asked questions and led the group in meaningful discussions. Qualitative change in self-esteem and self-confidence was also evident in participants' attitudes toward finding gainful employment.

# SECTION THREE

# INTERVENTION TRAINING PROGRAMS

**Human Relations Workshop for Social Workers and Prospective Employers of Transitional Black Women**

**Human Relations Training for Children of Transitional Black Women**

**Occupational Training for Children of Transitional Black Women**

The model program included interaction between transitional Black women, WISE staff, children of transitional Black women, social service representatives, prospective employers, and community groups. One means of maximizing and building in positive support mechanisms for the program was the development of dialogue and training with/for significant others in the lives of transitional Black women. To this end, a Human Relations Workshop was planned and implemented for social workers and potential employers of transitional Black women. Both Human Relations and Occupational Counseling programs were designed and implemented for children of transitional Black women. These activities constituted the intervention segments of the model program for improving the status of transitional Black women in the Southeast.

## HUMAN RELATIONS WORKSHOP FOR SOCIAL WORKERS AND PROSPECTIVE EMPLOYERS OF TRANSITIONAL BLACK WOMEN

The Employers/Social Workers Workshop was held on June 1-2, 1982 for the purpose of engaging in dialogue and exchanging ideas directed at improving agency-consumer relations and exploring employer-employee needs and responsibilities. The Workshop was based upon the assumption that human relations training for prospective employers and social workers of transitional women will aid them in their relationships with and understanding of the problems faced by their workers and clients.

The purposes of the workshop, therefore, were the following: (1) to sensitize employers and social workers to the special needs of Transitional Women; (2) to seek support from employers and social workers in helping Transitional Women develop better self-images; and (3) to enlist their aid in securing employment for transitional women.

Specific objectives to achieve these purposes were as follows:

1. to explore perceptual differences which impede communication between social workers, employers and transitional women;
2. to examine societal or systemic factors which impede success for transitional women;
3. to examine differences in cultural and social backgrounds as hindrances to communication; and
4. to discuss the role of social workers and employers in helping transitional women achieve more success in their family and community relationships, and in their job situations.

Emphasis was placed upon the need for support from employers and social workers since these women had not formed the kind of support system that is found among most working women.

### Participants

The participants were representatives of personnel staff of industry and business, and social work representatives of social agencies from the local community. A total of forty representatives were invited to the workshop and thirteen of that number participated. Five were personnel-related staff from business and industry, seven were social work-related staff persons from social and community agencies, one was a professor of sociology on the staff of the Rural Project at Atlanta University. The persons representing firms could offer traditional and nontraditional employment opportunities to transitional women. The representatives of social agencies could offer both jobs and services. Both groups could profit from this workshop experience because many of them and their staffs interact daily with transitional Black women.

The original schedule called for the two groups—employers and social workers—to meet together for the presentations during the first afternoon and for the first part of the second afternoon. After the presentations on the second day, the employers and social workers would meet in separate groups each with a human relations trainer. In these separate groups, they were to assess their own needs, and apply relevant materials from the presentations to these needs; and, with the trainers, explore human relations skills which would increase their effectiveness. Because of the small size of the total group, the idea of breaking into smaller groups was abandoned, and all activity took place in the total group. This function proved to be very productive as employers and social workers discovered that they had similar needs in their relationships with transitional women. They also found that they could learn from sharing experiences and participating in a common set of human relations skills exercises.

### Program Activity

The initial session focused on these activities: (1) an introduction of participants with an explanation of job function and relationship with transitional women; (2) an explanation of the program of the Women's Institute of the Southeast; (3) a presentation of a profile of the transitional woman; and (4) an overview of the workshop program. The second part of the first day was devoted to an examination of societal factors affecting employment of transitional women; it was led by a consultant who was formerly the Executive of the Private Industry Council and who served as a consultant to that organization while presently working at Southern Bell, a major telecommunications company.

The second day's session was devoted to the following: (1) a presentation focusing on the current dilemmas facing employer and worker, led by the Director of Employment, Atlanta Urban League; (2) a demonstration of the importance of communication in job relationships; and (3) an examination of three major variables which connote "success" for workers but which usually are absent for transitional women.

Participants shared experiences, engaged in discussion among themselves and with trainers; participated in skills exercises, engaged in the evaluation process; and examined their own personal and agency commitments to assist transitional women. The presence of two of the transitional women from The Women's Institute provided some "reality testing" through trialogues with the employers and social workers.

## Program Content

The first consultant on societal factors affecting employment discussed the following three factors presently affecting employment of transitional women:

1. Labor Market—quantity and quality of workers
2. Personal Productivity—absences, tardiness, illnesses all affect productivity
3. Corporate Philosophy—recognize possibility of racism and chauvinism

The discussion that followed indicated that employers must be more subjective; allow for individual differences among employees; develop sensitivity, and hear the cry of "give me a break." They must temper the corporation's hiring policies by communicating their own philosophy and by being honest in their relationships with transitional women.

Social workers verbalized the fact that they, too, could benefit from increased sensitivity and knowledge concerning these factors which impede success for transitional women.

In the next session, the Urban League Consultant continued the examination of factors which affect employment. He discussed the need for:

1. Positive self perception to reflect pride in job performance and quality in product
2. Positive association of the worker's product as part of a whole unit
3. Realistic perception concerning working conditions and advancement opportunities in his work environment (A review of the employee manual and an explanation of fringe benefits would be helpful in this process)
4. Realistic perception concerning her progress through regular informational, annotated progress reviews
5. Recognition as an individual and not as a function; employer should provide worker with positive incentives which may help enforce discipline and sustain performance

The third session examined the role of communication in the helping professions. The trainer emphasized that patience and tolerance are understood through communication. Employers and those in the helping professions must recognize that it is their job, their responsibility, to accept people where they are; help them uncover problems and stumbling blocks that stand in their way; put them in touch with resources to help them; and then give support as they work through their problems.

Both the participants and the training staff participated in two experiences. The purpose of the first experience was to indicate listening skills and differences in perceptions based on cultural backgrounds. Most persons in the group from an urban background had little knowledge of rural norms. These same differences in norms existed between employers, social workers and transitional women. The remainder of the presentation dealt with Maslow's hierarchy of needs, highlighting attainment differences between transitional women, employers and social workers. Further discussion of communication ensued. It was pointed out that in this area, nonverbal communication is important; rudeness is expressed when the individual feels the need for defense.

The fourth session dealt with three major variables that "connote" success for workers which are usually absent for transitional women—(1) networking, (2) education/exposure, and (3) role modeling/mentoring. In networking, usually the successful person is a member of a group which allows access to information on securing positions and maintaining or advancing in one's position; and provides a support system for discussion of problems and informal help giving and seeking. This network occurs through a formal education and exposure, family ties, and political bargaining. Networking is the "good ole boy" concept.

Educational/exposure provides a level of confidence and security which may be lacking with the transitional woman. In role modeling, the models provide evidence of successful and adaptable behaviors. They are found to be "tried and true." These behaviors are the embodiment of the purpose, value, goals of someone you want to be like.

Mentors serve as guides and inspiration. They provide an intellectual parenting role which helps the employee develop attributes and behaviors that are conducive to success. Most transitional women are lacking in these attributes.

During this fourth session, a group exercise was used whereby each participant was asked to highlight networks, role models, mentors, education and exposure in her life which contributed to the present definition of self and job. A group discussion of differences followed the presentations. The participants compared their "successes" with those of the transitional women. It was agreed that they should be role models and mentors, helping these women to develop networks and build relationships.

## Summary of Workshop

The Director of Training summarized the workshop by reinforcing the points of discussion. Particular emphasis was placed on the transitional woman's need for understanding and our ability to view her as a woman with skills whose network does not enhance her desires for full employment because she lacks resources; whose role models are not in traditional success modes; and whose education and exposure are quite different.

## Evaluation

The workshop met each of its objectives. Every presentation dealt with one or more of the objectives. In all, presentations, speakers and participants met the purpose of the workshop, contributing richly by suggesting ways of helping transitional women make better adjustments to the job and living situation. In doing so, the employers and social workers developed a greater understanding of themselves and their responsibility to serve as role models and mentors of transitional women with whom they work or serve. Through human relations training provided in this workshop, they came to understand better the negative impact that the "generational cycle of dysfunctional images" has on the goals, identities and aspirations of transitional Black women. Moreover, they now know what they can do, professionally and socially, to give these women a chance to succeed. This conclusion was supported by the evaluation of the workshop training staff, which stated:

> "The participants were verbal and openly shared experiences and desires to commit themselves to the goal of helping transitional women move into the mainstream of the work force. The overall training program was successful in demonstrating differential communications between Transitional Women."

The general consensus of the participants was that the workshop met both its objectives and their needs. On a scale of one to seven (highest), a rating of six was given to the design and presentation of the training experiences. Many of the participants were satisfied with the range of topics because they were specific and covered the areas in depth. The best features of the workshop, in the opinion of most, were the opportunities to share with each other and the total involvement of trainers and participants.

Participants were willing to attend other workshops of this nature. One person saw in the experience an opportunity to obtain information and to network with other women in the sharing of knowledge and experiences.

Attendance at the workshop by two members of the Transitional Black Women's Project added a new dimension to the discussion at the fourth session. Their participation, although brief, presented a "here-and-now" situation that the employers and social workers had to handle. The women showed courage by attending the session. The women might have felt they were placed in an embarrassing position in "standing up" to the professionals. When placed in this kind of situation, it is important that transitional women be thoroughly briefed about the purpose of the meeting they are attending; their role and responsibility; and their possible remarks and responses to questions that might be asked to enable them to perform effectively with understanding and self-confidence.

The chief weakness of the workshop was low attendance by both employers and social workers, in spite of early commitments and pledges. Part of the reason for low attendance—especially by employers, was attributed to the decline in interest in hiring the less well-prepared worker as unemployment, in general, increases. The lessening of government aid to businesses for training and hiring of marginal workers also affected the commitment of the businessman in his concern for transitional women. In view of this trend, both employers and social workers seemed reluctant to commit themselves to additional responsibilities in an already crowded schedule. Based upon this experience, it is suggested that future support-services workshops include the training of prospective as well as current employers and social workers so that they will become sensitive to the needs of transitional women as prospective employees. This would enable students to have dialogue with and share the experience of established support service members while the latter would be challenged and inspired by the enthusiasm and idealism of the students.

## Human Relations Training for Children of Transitional Black Women

The Human Relations Training Program for offspring of Transitional Women was based on the assumption that successful intervention to dispel dysfunctional images, develop motivation, and impart information concerning nontraditional jobs and careers must begin at the stage in which the individual is beginning to become aware of the world of work. Exposure to training at that point will help the young participants begin to think in terms of their own careers and to appreciate and support their family members (especially the females) in their search for self-awareness and satisfactory employment.

Two elementary/middle schools were selected for the Human Relations Training Program which took place November 1-16, 1982. Criteria for selection were the following: (1) that the schools were located in inner-city ghetto neighborhoods similar to those inhabited by transitional women, (2) that a large percentage of the students would be from Black families where women were heads-of-household, and (3) that students' mothers or guardians would fit the definition of transitional women. The definition designated by the Women's Institute of the Southeast was that these women have less than 12 years of schooling; are unemployed or underemployed; are unaware of the educational or occupational opportunities available to them; and lack the prerequisites necessary to take advantage of these employment opportunities.

As a consequence of their condition, these women usually suffer from dysfunctional myths and stereotypes held by society which results in a low self-concept. These parents, therefore, are not in a position to serve as role models or as sources of information for their children.

Although similar in economic and social background, the students varied in their academic achievement. The Principal at ELEMENTARY SCHOOL "D" selected 26 students from the sixth and seventh grades who were among the high achievers and who had displayed leadership qualities. (At a school wide election of officers which occurred during the course of the workshop, all but one of the officers were members of the training group.) The principal's rationale was that the human relations training would enhance and help the participants to focus this ability for use in adjusting to present and future circumstances.

At MIDDLE SCHOOL "L", 32 average eighth grade students were selected for the training. Most of these students were reported to have reading and mathematics scores that were three grade levels behind their peers on nationally normed achievement tests. Pre- and post-test results, however, indicate that the total group shared some common needs. Among these were needs for awareness of self; for skill in decision-making based on personal values; for development of communication skills, both written and oral; and for enhancing personal relationships. Both male and female students were included in the workshops.

In an attempt to meet the needs of the target population, the Human Relations Program was designed to

1. develop self-awareness;
2. examine value systems;
3. dispel dysfunctional stereotypes and images;
4. develop skills in decision making and communication; and
5. enhance human relationships through increased understanding of and empathy toward others.

The small group and group dynamics methodology was used as a means of

1. building rapport and support;
2. encouraging self-examination and feedback to others; and
3. practicing new behaviors.

Large groups composed of the combined small groups offered a setting for total community building. Role-playing, skill exercises, keeping of a diary/log, and video-taping all were part of the activities which will be described below.

A total of five-and-a-half hours of training was offered at each school. School "D" scheduled sessions of one-and a half hours each, twice a week on Tuesdays and Thursdays. School "L" preferred 50-minute sessions on Wednesdays, and Fridays; consequently, School "L" had six sessions while "D" had five.

The WISE Human Relations Program was considered a forerunner of a Career Mobility Program which would introduce the students to nontraditional career choices, skills and techniques necessary for career choice. The Human Relations Program dealt with the affective side of job training and career choice. It explored the non-technical behaviors and skills deemed prerequisite for success in life situations as well as job situations. It focused on self-concept involving an examination of dysfunctional images and myths and value assessment; on interpersonal behaviors on the authority and peer levels; and on such human relations skills as communication, decision making, leadership and role analysis. A session-by-session explanation of the content used to accomplish these goals is listed in the following chart.

# HUMAN RELATIONS SESSIONS

## Content and Exercises

| Training Focus | Objectives | Training Exercises |
|---|---|---|
| **Session I**<br>Introduction Overview: Getting acquainted: Reaction to new situations. | 1. To aid group members in getting acquainted in an informal manner (rapport building) | 1. Name association exercise: Each participant introduces self by associating name with an object he/she would bring to a picnic. e.g., "My name is Mable, and I'd bring a table." The discussion which followed tested listening skills and indicated how the principle of association can be used to aid in learning or remembering other elements or knowledge. |
| | 2. To explore expectations and reduce anxieties and fears resulting from a new situation (assessment of needs and expectations) | 2. Overview of program in lecture |
| | 3. To develop skill of listening | 3. Written response in dyads to question: "What fears, concerns or questions did you have about being selected to come to this activity?" Responses were shared and discussed in Total Group and generalizations drawn concerning feelings upon entering any new situation and how to alleviate them. |
| | 4 To illustrate principle of Association as a learning technique | 4. Use of Virginia Satir's "What Each Person Brings to a Group" |
| | 5. To examine the group as a supportive device where each member is important | |
| **Session II**<br>Giving and receiving positive and negative feedback in assessing others and in response to authority | 1. To build self concept by verbalizing one's own positive qualities | 1. Listing of positive qualities and sharing in dyads |
| | 2 To encourage verbalization of positive feedback toward others in building relationships | 2. Listing of negative qualities and sharing. Discussion in group about feelings of "comfortableness" or "uncomfortableness" in receiving and giving feedback |
| | 3. To explore reactions to negative feedback by self and others | 3. Role-Playing situations involving authority figures (principal, parents, teachers) to develop empathy and explore comfortable and effective ways of responding to authority |
| | 4. To examine role of feedback in adjusting to authority | |

| Training Focus | Objectives | Training Exercises |
|---|---|---|
| **Session III**<br>Assessing values: exploring value conflicts: examining stereotyping: developing skill of decision-making. | 1. To define and explore values and conflicting values | 1. Influence Exercise: Participants were asked to stand under a sign which denoted the extent of influence on his/her decision. These signs were parents, teachers, friends, and self. The sign represented the person who had the most influence on a decision made in a given situation. After each selection, a discussion ensued as to why the participants made each choice and what this choice meant for individual values. |
| | 2. To analyze relationships between values and stereotyping. | 2. Agree, Disagree, Undecided: This exercise was designed to reinforce value conflict and decision-making and to indicate how values concerning sex roles influence behavior. Participants were asked to stand under signs, "Agree," "Disagree," "Undecided," in response to statements (sex stereotypes) read by trainer. Discussion which followed centered around sex stereotypes. |
| | 3. To practice skill of group decision-making. | 3. Choice of Gift Exercise: This exercise was designed to test values and reinforce decision-making. Students matched objects which they perceived as desirable gifts to people of different ages and sexes. Gifts were chosen from sales catalogues and paid for in "play money" distributed by trainer. Discussion as to choices followed. |
| **Session IV**<br>Test taking and research: listening: food and fun. | 1. To gather information from participants for research purposes | 1. Filling out by each student the questionnaire entitled "Women's Institute of the Southeast" which sought demographic and other information for research purposes. Use to be made by the questionnaire was carefully explained by the trainer upon the request of several students. |
| | 2. To explore technique of test-taking | 2. Use of this exercise as occasion for emphasizing importance of such factors as readiness, proper equipment (pencils, erasers, etc.), necessity of careful reading and understanding of directions, use of procters as resource persons in effective test-taking. |

| Training Focus | Objectives | Training Exercises |
|---|---|---|
| | 3. To practice listening skill | 3. Candy and games were used to relieve tensions and increase rapport. |
| | 4. To relieve tension of program with food and games | 4. Listening games as part of "fun." Participants responded in writing to questions asked after reading of a passage by trainer. A small monetary reward for 100% complete papers added to the enthusiasm. |
| **Session V**<br>Summary and evaluation | 1. To summarize learning. | 1. The participants responded orally in the large group to the following:<br>A. "What have I learned?"<br>B. "Were the sessions worthwhile?"<br>C. "What else would I have liked to learn?"<br>D. "Have I tried any new ways of doing things?"<br>E. "Am I aware of how I respond to other people and how other people respond to me?" |
| | 2. To obtain evaluation of program from participants. | 2. The blue books were read and plans for video-taping finalized. |
| | 3. To provide closure | 3. Each participant completed a check list for evaluation of trainers and program. |

## Occupational Skills Training for Children of Transitional Black Women

The Occupational Skills Training Unit provided Occupational and Career Options Training and Counseling to children of transitional Black women in January and February of 1983. This training was provided to the children in schools "D" and "L" who were served by the Human Relations program and to students in a third school, school "N" in response to a special request made by Atlanta Public School personnel. Each of the schools was chosen based on speculation that a large percentage of its students were from Black female headed families. It was further speculated that a large percentage of their parents would 1) be uneducated (have less than 12 years of schooling); 2) live in lower economic, Atlanta neighborhoods; 3) be underemployed or unemployed; 4) be unaware of educational or occupational opportunities available to them; and 5) would not have the prerequisites necessary to take advantage of such opportunities.

Pretest results, informal interviews with school staffs, and observations of the students in group exercises during the Human Relations Training at schools "D" and "L" suggested that many training and counseling needs were common among the schools. Primary among these were deficiencies in the following areas: 1) understanding of "career"; 2) knowledge of job and career options; 3) awareness of positive personal attributes as they relate to career planning; 4) skills for planning goals and for making decisions based on personal values; 5) ability to write clearly; 6) reading skills and 7) mathematics skills.

Based on the identified needs of the student, WISE designed a unique, individualized, Occupational and Career Option Training and Counseling Program featuring innovative tools and procedures. Included were: 1) student/WISE staff role reversals in job interview simulations; 2) written student and trainer guides to developmental activities; 3) a career information film; 4) mini lectures; 5) student presentations; 6) an experiential learning tour; and 7) modeling of positive, goal directed behaviors by trainers. These kinds of resources and methods were used in group and individual counseling for stimulating students to define their educational and career achievements, as well as dysfunctional behaviors (educational and career achievement barriers) which they could change.

Three major goals defined the program activity parameters. These were:

1. To develop a functional set of career counseling/training strategies for 6th, 7th, and 8th grade students.
2. To implement strategies that would aid the students in increasing their awareness of personal interest and capabilities which relate to their career choice.
3. To implement strategies that would aid students in developing skills for analyzing, as well as responding appropriately to career questions which include, but are not limited to—"Where am I now?", "Where do I want to go?", and "How do I get there?"

Students were expected to play active learning roles. For example, they were expected to: 1) participate in workshop activity planning; 2) play leadership roles in the group facilitation process; 3) share personal opinions and knowledge; 4) ask questions for understanding; 5) independently read and follow directions for some of the developmental exercises; and 6) assess personal attributes and growth. They were also expected to perform a set of career planning tasks. These are listed as objectives, paired with corresponding and counseling activities and are outlined on the following pages.

The training exercises were implemented through workshop sessions. Four (4), one and one half (1½) hour sessions and one (1) four (4) hour experiential learning tour was implemented with school "L" students; two (2) fifty-five (55) minute classroom workshop sessions were implemented at school "N".

In the workshop sessions, exercises were implemented in small groups (8-11 students per trainer); in large groups (25-32 students per 1-3 trainers) and through individual counseling. A training schedule for each of the three target schools outlined the training and counseling activity topics; training days and dates; training activity content and sequence as well as group sizes. The schedules further indicated time frame for key activities.

Although WISE training and counseling procedures implemented at the schools varied as to content and time frames, there were some common characteristics. For example, a warm-up activity was used as an opening exercise for each session in each of the schools. Two different warm-up activities were used during the course of the training. They were: 1) "Introduce Yourself With a Positive Adjective," (used at all three schools) and 2) A song, "Enthusiastic" taught to the children at schools "D" and "L."

Special attention was given to building in a mechanism for insuring vocational equity in the training and counseling . . . For example, counseling to aid students in clarifying their values with respect to sex and race role stereotyping was included. Support for nontraditional career preferences and opportunities for students to talk with role models of

both sexes were also integral parts of the workshop experience.

With the exception of the film "Sky is the Limit," a single set of activities were implemented at both schools "D" and "L". These were usually implemented at school "D" first, and "Sky is the Limit" was used at school "D" only.

A large percentage of school "N" students, comprising 9th-12th graders, had plans to seek part-time or temporary employment during this calendar year. They, therefore, needed specific job preparation. In response to this need a special interview session, "The 55 Minute Job Interview Workshop" was conducted at school "N". This workshop was offered to two (2) separate school "N" student groups: 1) a 9th grade class and an 11th-12th grade class.

Journal writing was utilized by participants in schools "D" and "L" to reinforce the conceptualization of new awarenesses and to provide practice in analyzing and recording significant events. This practice was feasible for schools "D" and "L" since the students there participated in 5-6 training/counseling sessions compared with a single 55 minute session for school "N" students. School "D" and "L" students were strongly encouraged to include the following items in their journals: 1) records of newly developed awarenesses and impressions of training/counseling experiences; 2) copies of workshop exercise directions and completed activity forms; 3) records of workshop events; and 4) evaluative comments on workshop events. Appropriate entries were to be made at the end of each workshop session either as a part of the session or as home work.

The final workshop session for schools "D" and "L" were combined. This was session V for school "D" and session VI for school "L". This session, consisting of an experiential learning tour, had special significance for the students. While on the tour, they visited the offices of some of the workshop leaders, observed a variety of job settings, and talked with workers about their job duties and working conditions. An essential component of the tour consisted of a lecture on the history of numerous Black businesses presented by a professional Black Heritage tour guide. This segment of the tour allowed the students to view Black people's present participation in Atlanta business operations from a historical perspective.

One of the business owners visited also served as a trainer for the Occupational Training and Counseling Unit. The children knew this person as a supportive group facilitator who worked with them in the group learning setting, but the visit to her factory allowed them to see a new dimension of her life. They saw their group leader as a nontraditional female work role model in a **factory that she owns.** The children seemed very impressed as Ms. Jennings introduced her staff including a business manager, an accountant, a chemist and a production worker. The question of one female 8th grader illustrates their interest. As this student boarded the bus to return to her school, she asked in a whispering voice, "does Ms. Jennings own all this?"

To insure that the tour would be both fun and that the students would achieve the training objectives, they were given verbal and written tour procedures and a list of expected behaviors including specific questions to be answered in the journals.

Since time constraints voided a plan to have the students make journal entries on this date, they discussed their impressions and new awarenesses gained from it orally. A summary of the discussion is reported below in question/answer format:

Q: What are the names of places to get information about careers?

A: Atlanta University Library and the Women's Institute.

Q: Name some things you saw or people you visited on a college campus.

A: Dr. Rowley (Human Relations Coordinator), students studying, the film room, my goal box (at the WISE office), Dr. Lewis (WISE Director), books in library, Ms. Lowe's thesis at the library (Ms. Lowe was one of their trainers), photography studio, Ms. Crawford (assistant tour guide at library and Clark College Media Instructor).

Q: What kind of jobs are held by people who work in the downtown area?

A: They work in stores; they are clerks, librarians, administrators, bus drivers, they have factories, they work at the Martin Luther King Center.

Q: Did you meet 2 new friends from a different school and tell him or her about the goal you set during this workshop?

A: Approximately 50% of the students responded positively.

100% of the students reported that they enjoyed the workshop activities including the tour and felt that they learned something from it. In addition, some asked when another tour would be scheduled.

# WISE OCCUPATIONAL OPTIONS TRAINING AND COUNSELING MODULE

| Training Focus | Objectives | Activities |
|---|---|---|
| Self-Assessment | State verbally or in writing personal needs, interests and values which impact career development. | Self-Assessment questionnaire<br>Career Choice Game<br>Values Shield<br>These were used as tools for assessing the students' career planning skills and knowledge, and for aiding them in identifying their personal interests, needs, values and achievements. |
| Career Planning Information | State verbally or in writing, occupations that correspond to personal interests, values and needs.<br>Describe the duties of one or more jobs that are of personal interest. | Short talk/discussion: "Purpose and procedures for the job information interview".<br>"What's My Line:" Students used a game format to disseminate and discuss job career information. They asked questions to get clues to role model's job titles. As a follow-up to this exercise, students were given job information interview guides and an assignment to interview a worker in the community.<br>Film/Discussion: "Sky's The Limit," (career motivational film produced by Coca-Cola, USA). This film featured a broad range of Black and female role models in aviation/space careers. Students discussed and recorded the preferred occupations from among those shown in the film. |
| Career Success Skills | Demonstrate an increase in ability to use appropriate interview techniques.<br>Tell the difference between vertical career and horizontal career<br>List or tell 3 things that are necessary to move up a career ladder.<br>List or tell 3 things that are found on tests most of the time.<br>State why test taking skills are important to career planning. | Short talk/discussion: "Skills for Career Success." This exercise was used to introduce career success skills and to guide students in associating Human Relations Training with Occupational Option Training experiences.<br>Test Taking Skills: Opportunities to practice strategies for making higher scores on standardized and other tests were provided. |

| | | |
|---|---|---|
| | State verbally a personal goal. | Goal Setting: In a "brain storm" session, students and trainers shared ideas on the meaning of "goal." Each group wrote a definition for goal; each student created a box to represent his or her personality and wrote a personal goal to be placed inside the box. The training unit staff also created boxes and demonstrated them as models. Staff boxes had an additional value of helping the students to understand career development concepts, e.g., one training coordinator's box included a key representing her key to success and a ladder representing vertical career movement. |
| Experimental Learning Tour | Name in writing a resource for career development information.<br><br>Describe a college campus in writing.<br><br>List five different kinds of work people do in the central city area of large cities. | Minority Heritage Tour (Driving tour of Black business and cultural landmarks):<br>Atlanta University Center<br>—T.V. & Radio studies at Clark College College—Tour and Lecture<br>—Woodruff Library—Tour and Lecture<br>—Women's Institute of the Southeast (WISE)—Tour and Lecture<br><br>Frankie Jennings Cosmetics Factory (Black female owned company)<br>—Tour and Lecture<br><br>Martin Luther King Center Complex<br>—Tour and Lecture |

SECTION FOUR

# COMMUNICATIONS/TECHNICAL SUPPORT SERVICES

**Publications**

**Radio Broadcast**

**Video Programming and Technical Training**

**Conference Coordination**

## COMMUNICATIONS/TECHNICAL SUPPORT SERVICES

The Communications and Technical Support component provided essential services for both staff and participants in the Transitional Black Women's Project. These services extended beyond the formal training ground and tended to reinforce the positive attitudes and images engendered in the sequential training programs.

Among the services provided by the Communications and Technical Support staff were: (1) publication of a newsletter (*WISE NEWS*) and a women's page (A Black Women's Page) in the Atlanta University Center newspaper; (2) a radio broadcast (The Weekly Women's Forum); (3) video programming; and (4) conference coordination. All of these services promoted networking, mentoring, and the development of mutual support groups between transitional Black women and a diverse group of women in the Atlanta metropolitan area, including academics, professional women, union workers, unemployed and underemployed women, and activist women.

### Publications

The major publication of the Communications/Technical unit was a newsletter which began as a typewritten three page information sheet providing a chronology of activities and events related to women in the Atlanta area. The staff experimented with various designs and formats for the newsletter hoping to find one which was both attractive and conducive to the needs of the program participants. In May 1982, the opportunity to publish an actual typeset newsletter was presented, The *WISE NEWS*, a four-page tabloid with a thematic approach. By September 1982, the circulation for *WISE NEWS* had grown to 3,000 copies per issue and the mailing list included women and groups throughout the southeastern region of the U.S. In each issue of the newsletter a particular theme was maintained in the editorial, three articles, book or film review/response, and poetry section. In addition to these thematically developed departments, the newsletter also contained a listing of WISE activities, and a regional activities calendar, general announcements and periodically, job opportunities. All of the departments served to inform the women in the project about issues and concerns of Black women.

Although the articles, by necessity, were written by women with expertise in the areas of concern, input from the project participants was solicited. The advice of many of the participants was incorporated into the publication as one means of creating less academic articles. This process often meant considerable editing of the articles in such areas as syntax and diction. The primary aim for the newsletter was not to provide a forum for writers and idealogues but rather to provide an opportunity for women in the project to gain exposure to various ideas and perspectives. All available evidence suggests that this purpose was achieved.

Other ways attempted to draw the project participants into the effort were not very effective. For example, women were asked to submit short writing samples to be included in the issue on "Women in Visual and Print Media", and for the issue, "Black Men Speak Out," a session was scheduled with participants and their male partners to discuss issues related to Black male/female relationships. From transcription of the tapes from the discussion session, an article was to have been produced. Although strong commitments for both of these activities were evidenced by participants, the commitments were not followed through and no products were received by the Communications staff.

On a more positive note, one project participant assisted diligently with the bimonthly distribution of the newsletter. She learned the techniques of compiling and modifying mailing lists; she also learned to process newsletters for bulk rate mailing, and she learned about deadlines, drop off points for issues, and the necessity for care and efficiency in distributing publications. The technical training resulting from this experience proved most beneficial to the participant.

The second publication of the Communication and Technical Services component was a Black Women's Page which was published in the Atlanta University Center newspaper—*AUC DIGEST*, a weekly publication focusing on items and news of interest to students and faculty in the institutions making up the Atlanta University Center Consortium.

Essentially, "A Black Women's Page" was WISE's attempt to share the vision and perception of the Transitional Black Women's Project with the greater Atlanta University Center community. This monthly publication consisted of one page of news, feature articles, poetry, a calendar of events about and by women, attitudinal surveys, and a reader response column. Major concerns of the academic community were explored in an editorial. Student and faculty reactions to the page were encouraged, and participants in the Transitional Black Women's Project were pleased to be a part of a university publication.

## Radio Broadcast

The WISE radio program, "Weekly Women's Forum," did not see as glorious a development as the publications did. The program aimed at profiling women from various walks of life, political perspectives, and career choices. The weekly profiles were to serve as stimuli for discussion, mentoring and role modeling.

The radio program began at Clark College's radio station, WCLK, where it was short-lived. It was moved to WRFG, a community radio station, where it met with measured success, despite much effort to interview interesting personalities on the program. The difficulties came with the myriad of challenges experienced by many community radio stations, ranging from inoperative equipment and staffing problems to an entire shutdown of the station for an indeterminate length of time as it relocated to a larger facility.

Among the personalities profiled for the radio programs were Jewel Prestage, former chair of the National Council on Women's Educational Programs; Margaret Rowley, an historian who is well known for her oral history projects on Black women in the south; Claudia Jones, a sociologist interested in early southern Black women educators; Pat Keys, a local female pilot and lecturer on aerodynamics; and participants in the Transitional Black Women's Project.

## Video Programming

A video documentation series on the various segments and phases of the Transitional Black Women's Project was inaugurated in 1982. One member of the Communications/Technical component staff had formal training in communications and video documentation. She was able to secure a small grant from the city of Atlanta to partially finance the cost of a four part, 30 minute videotape series called "WISE Women Speak Out." The first tape documented the thinking, conditions, and development of selected participants in the Transitional Black Women's Project. It was aired at the Regional Conference on Transitional Black Women, coordinated by the Transitional Black Women's Project Staff. Other video projects included "Five Profiles", vignettes of Black women who have made outstanding contributions to the Atlanta community. In addition, three WISE participants received certified training in the use of video equipment at Cable Atlanta's Center for Community Television. One of the participants worked as an assistant for the production of the WISE program documentation. This technical training and experience encouraged one of the participants to pursue a career in communications. She is now enrolled in a community college in Atlanta.

## Conference Coordination

The final and perhaps the most ambitious task undertaken by the Communications/Technical Unit was the coordination of the *Regional Conference on Transitional Black Women in the Southeast* which took place on Friday, April 15, 1983, in the Atlanta University Center Library and was attended by approximately 300 people.

The Project Director, Associate Director, Component Coordinators and other staff all were involved in planning and operationalizing the conference with the communications unit primarily responsible for coordination.

The conference was the culmination of two-and-a-half years of work toward the development of a model program for improving the status of transitional Black women in the Southeast. Conference participants were expected to explore methods, findings, and products of the model program.

In addition to the transitional Black women in the project, WISE staff and supporters in the Atlanta community, invitations were sent to over 2,000 individuals and groups around the nation. A Conference brochure was produced and widely circulated. Speakers for the Conference included Leslie Wolfe, Director of the Women's Educational Act Program; Jewel Prestage, former Chair of the National Advisory Council on Women's Educational Programs; and the coordinators of the program components of the Transitional Black Women's Project. (A copy of the Conference program appears in the Appendices).

The Conference was designed to serve as an evaluation forum for the model program and to allow for the exchange of information, resources, ideas, and approaches to improving the status of transitional Black women. Evaluation forms were distributed to conferees who came from a variety of women's organizations, educational institutions, and governmental agencies in the Southeast. Some of the conferees were potential employers of the transitional Black women while others were interested in replicating the experiment undertaken by the Women's Institute of the Southeast.

The highlight of the conference was the session devoted to comments from project participants. They demonstrated how much they had developed over the life of the project. Formerly shy and withdrawn individuals spoke out about their experiences and all participants chatted openly with other conferees. The video documentation "WISE Women Speak Out," was viewed with pride by the women and they encouraged and praised individuals who were featured in the video document. In addition, participants in the project voted among themselves on the individuals who had been most helpful, showed most progress and served as the best role model to other participants. The winners were given special plaques at a special ceremony during the

Conference. All participants were awarded certificates for participation in the project. (See Appendices for a sample copy of the certificate).

Another interesting feature of the Conference was an exhibition of essays written by the transitional Black women, a photo exhibit of various phases of project activities over the years, and a photo exhibit of Contributions of Black Women to America. The conference ended with a reception sponsored by the institutions in the Atlanta University Center.

## Evaluation

To determine the effect and impact of each of the ongoing media components, various formal and informal evaluation processes were undertaken. A formal questionnaire was mailed with two issues of *WISE News*. This questionnaire attempted to ascertain what was the most useful aspect of the newsletter; the least useful; suggestions for improvement; and the necessity of such a newsletter in the community. Responses to the questionnaire were overwhelmingly supportive of the efforts of the staff. Another way of gauging the success of *WISE News* was by monitoring verbal compliments and expressions of support, and by tabulating the continuous telephone and written requests of those desiring to be added to the *WISE News* mailing list. The mailing increased from 100+ at the time of publication of the initial issue of *WISE News* to nearly 500 in only four months; the total circulation has remained at 3,000.

The effectiveness of the radio program was evaluated by requesting candid opinions of the advisory board and other WISE staff personnel. Unsolicited comments from people known and not known to the staff were also received. The staff at WRFG was able to ascertain the popularity of the radio program by listeners' call-in response. From all indications, the greatest criticisms focused on the fact that programs did not air regularly and on the technical problems which affected quality of broadcasts. Regarding content, all responses were positive.

For "A Black Woman's Page," informal commentary from students, faculty, staff, and administration in the A.U. Center has been used for evaluation purposes. All solicited expressions have been favorable.

Overall, the Communications/Technical Component has experienced what can be considered a very successful tenure. To rephrase a statement printed in the first issue of *WISE News*, "In a very sharing, caring, teaching, learning effort, the Media Coordinators dedicate our energies and our projects to all women, particularly the members of the Transitional Black Women's Project, who are struggling to gain more knowledge of and more control over their person, their condition and their lives in general. We are proud of our efforts."

SECTION FIVE

# PROGRAM ADMINISTRATION

**Administrative Schema**
**Expenditures**

## Administrative Schema

An Advisory Board served as the major policy-making body for the Transitional Black Women's Project. The Board consisted of ten members—six (6) representatives from public service, 2 public schools, and 2 women's organizations. The Board met monthly at the WISE office. The External Evaluator, Project Director, and Project staff attended each Board meeting and provided the body with written and oral reports on Project activities and progress. The Advisory Board was kept informed of problems and major events between meetings via mailings and telephone contact with the Project Director.

changes in the time frame for project activities or strategy changes were made by the Advisory Board. However, the major function of the Board was to review programs and assist in drawing up plans for implementing the multi-year program. The Chairperson of the Advisory Board, elected by the members, was a senior member of the Atlanta University faculty and was well known and respected by the other Board members, the WISE staff, and the Atlanta community. She managed Board meetings efficiently and tactfully. A climate of professionalism and dedication to the objectives of the project was created by the Chairperson and the total membership devoted considerable time and effort to assisting the WISE staff and encouraging WISE participants at various stages of their training sequence. Members of the Advisory Board also met informally with participants, they attended luncheons, training sessions, and participated in conferences and seminars sponsored by the Project. They served as excellent role models for participants and provided both encouragement and support for the WISE staff.

The day-to-day implementation of the Transitional Black Women's Project was coordinated by a Project Director who reported directly to the Advisory Board on the one hand, and to the Atlanta University Center (the fiscal agent and official grantee for the Project) and the Women's Educational Equity Program Officer on the other. The Director held regular staff meetings to appraise individual staff members of overall project activities and to receive progress reports from component coordinators. She also met with the project participants individually and as a group. Written reports were prepared by the Director for transmission to WEEA and to the presidents of the Atlanta University Center institutions.

The fact that the Project was a consortium effort, involving staff from six institutions, compounded administrative difficulties. During the first six months of the Project, reporting procedures, reporting lines, fiscal management procedures, and working relations with the administrative staff of the six institutions in the consortium and with the Atlanta University Center staff, the administative unit for the consortium, were worked out. Conflicts and problems arose, but the integrity of the project and the commitment of the Advisory Board and staff were sufficiently impressive to dispel many concerns initially raised about project management. After the "testing period", it is accurate to say that unusually cordial and smooth working relations existed between the WISE project and the institutions in the Atlanta University Center. Administrative staff from all of the participating institutions were helpful and supportive of the staff and project participants. This is especially true of the AUC staff who made special efforts to assist with paperwork to insure speedy turnovers in requisitions for payment, and to secure equipment and materials for the project.

The total staff for the project consisted of three (3) full-time workers and four (4) part-time employees who served as coordinators of the four major components of the Project: Human Relations, Occupational Training/Counseling, Research, and Communications/Technical Support. A Director, Administrative Assistant, and a Secretary were the original full-time workers. However, the need for more coordination of training segments of the program led to the upgrading of the position Administrative Assistant to that of Associate Director for Training Programs. The administrative schema on the following chart demonstrates the relationship between the various levels of project personnel, and the personnel job description summarizing key staff responsibilities and tasks.

The four component coordinators worked one-fourth time on the project. They engaged trainers, research assistants, lecturers, editorial assistants, etc. as necessary to fulfill the responsibilities of their units. Most of the consultants hired worked with the project for the full three years of its life. This provided for consistency and enabled the trainers to develop good rapport with project participants as well as with each other.

As with most multi-year projects, there were turnovers in staffing due to illness, relocation of families, graduate studies, and job promotions. When vacancies occurred in the WISE staff they were filled with persons familiar with the program, usually individuals who had served as trainers or evaluators with the project. Generally staff changes were smooth and program participants were unaffected by the changes.

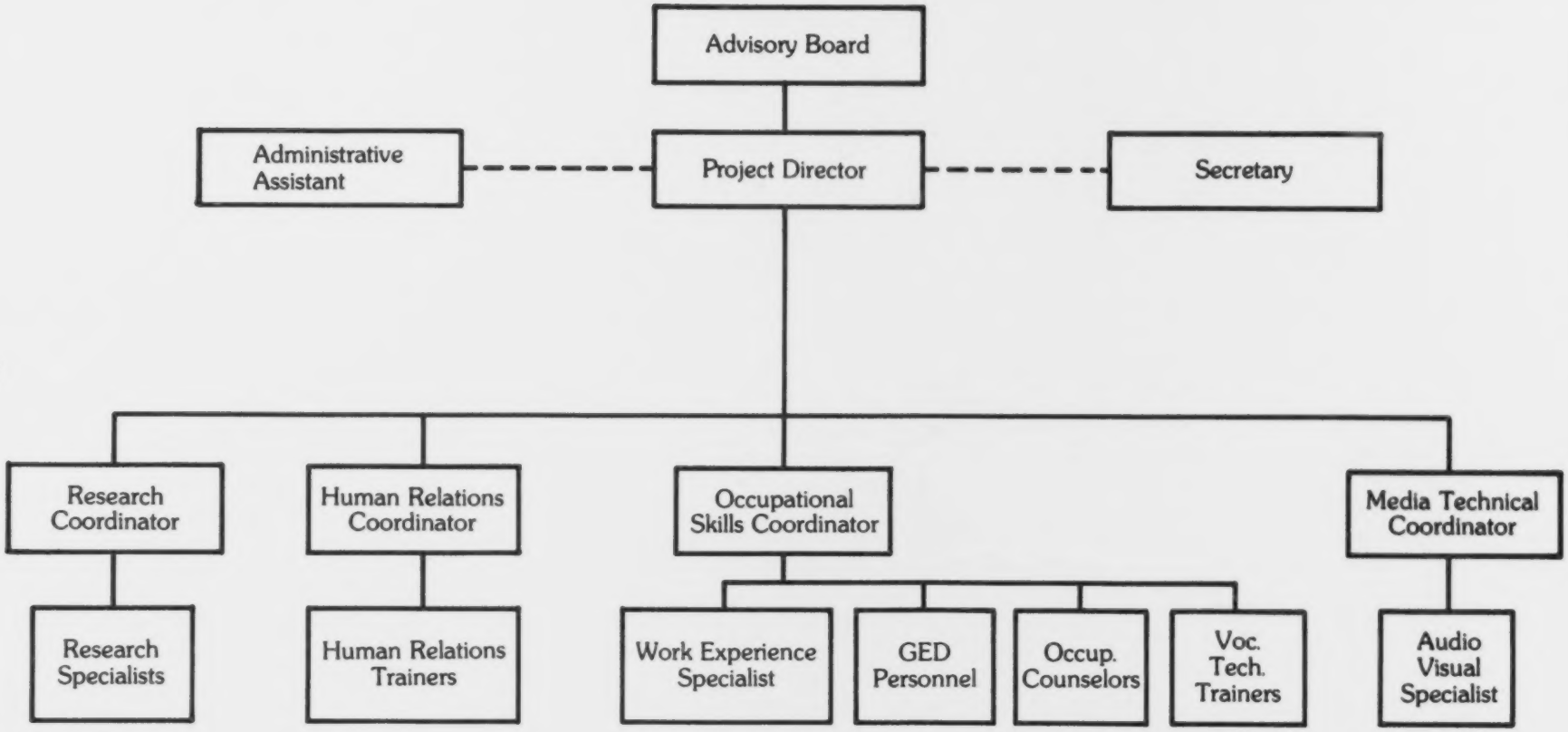
Staff morale remained high throughout the three years of the project. A spirit of cooperation and congeniality prevailed, and the project was viewed as a total team effort. This spirit of mutual support spilled over into the A.U.C. community and caused women from various disciplines to offer encouragement, services, and support for the staff and the project. Perhaps more than anything else, this spirit of dedication and teamwork accounts for the success of the Transitional Black Women's Project.

Time management for the project was the responsibility of the Director. She involved the staff in the process of developing reasonable guidelines for completion of activities, referred to as milestones in project literature. Copies of the time management plans for each of the three years of the project are presented near the end of Section V. It should be pointed out that each of the designs was modified to meet the observed needs of project participants. Revised management plans were procedural, i.e. time lines were reordered in accordance with progress being made by participants in a given training activity. The transitional Black women in the project were informed at the beginning of each grant year of management modifications.

For evaluation purposes, the project employed an external evaluator and internal evaluators for the Human Relations and the Occupational Training programs. The External Evaluator interacted with project participants, consultants, internal evaluators, component coordinators and with the Advisory Board as well. She reported directly to the Project Director. Her interest in all aspects of the project and her advice on record keeping and evaluation instruments were very helpful to the staff.

In addition, she presented periodic inservice training sessions on the purposes and methods of evaluation, and she informed project participants of her role in the Transitional Black Women's Project. For a detailed assessment of program administration, see the Summary Evaluation in Section VI of this Model Program Narrative. Individuals interested in recurring administrative problems-solving strategies might wish to examine the annual reports submitted to WEEA and the Atlanta University Center Administration.

## ADMINISTRATIVE SCHEMA



## Key Personnel Job Descriptions

### Project Director

Responsible for policy making, coordinating and implementing the project; serves as the project's official representative in the center-wide meetings and other project related functions; responsible for periodic reports on the progress of the project to the Advisory Board, the AUC Administrative Council and the Funding Agency; responsible for proper administration of all project activities.

### Administrative Assistant

Assists the Project Director in overall program administration; serves as the Field Representative for the project; maintains contact with participants and related agencies; monitors participant attendance in project activities; makes periodic reports to the Project Director on the financial status of the project.

### Secretary

Responsible for providing all clerical support for the Project Director, Assistant to the Project Director and staff coordinators; responsible for maintaining time cards, typing, filing of project information, ordering supplies, maintaining the day to day operating efficiency; works with the Atlanta University Center fiscal officer to maintain proper accounting records.

### Human Relations Coordinator

Responsible for assisting primary target group in eliminating dysfunctional stereotyped images, improving self concepts and moving into nontraditional occupations; responsible for implementing the illustration of the origins and impact of negative or dysfunctional images on the employer-transitional women relationship; responsible for identifying positive images which will enable women to function more effectively in job and community situations.

### Occupational Skills Coordinator

Responsible for career counseling and providing basic employability skills for primary target groups; for coordinating workshops, seminars, conferences for employers, representatives from educational institutions and funding agency representatives; for identification of trained faculty and experts who will implement educational programs.

### Research Coordinator

Responsible for Research activities relating to transitional women; providing opportunities for faculty and students to conduct research to identify: (1) the transitional women; (2) certain forces that have negative impact on the socialization experiences of those women; and (3) obstacles and prerequisites to employment in nontraditional occupations for women.

### Media Technical Coordinator

Responsible for assisting in the development of materials for training and administrative use; serves as technical advisor, editor and coordinator for the assembly, publication and dissemination of final products for the Project; assists in the acquisition of films, audio visual materials and printed materials as required for the Project; edits news tabloid.

## A MODEL PROGRAM FOR IMPROVING THE STATUS OF TRANSITIONAL WOMEN IN THE SOUTHEASTERN REGION OF THE UNITED STATES

### MANAGEMENT DESIGN

### YEAR ONE: JANUARY 1981 - DECEMBER 1981

| | PRODUCT | TIME FRAME | RESPONSIBLE OFFICIAL |
|---|---|---|---|
| MILESTONE I: | Identify 50 transitional women, determining their specific characteristics and prioritized needs. | Jan 1981 - Apr 1981 | Research Coordinator, Project Director & Staff |
| MILESTONE II: | Conduct Weekly Women's Forum and publish Monthly News Calendar for women in the southeast. Provide referral and informational service for women in the southeast. | Jan 1981 - Dec 1981 | Project Director, Media & Research Coordinators & Staff. |
| MILESTONE III: | Conduct Human Relations Training Sessions (pre & post testing) for 50 transitional women | May 1981 - July 1981 | Human Relations Coordinator & Staff |
| MILESTONE IV: | Supervise GED training, pre & post testing for 50 transitional women. | Aug 1981 - Dec 1981 | Occupational Skills Coordinator, Director and Staff |
| MILESTONE V: | Draft "A Handbook on Image Building and Improving Self-Concepts" | Nov 1981 - Dec 1981 | Media Technical Coordinator, Project Director and Staff |
| MILESTONE VI: | Evaluate and refine the training programs, research process and follow-up process for the project. | Nov 1981 - Dec 1981 | Director, Staff and External Evaluator |

## YEAR TWO: JANUARY 1982 - DECEMBER 1982

| | | PRODUCT | TIME FRAME | RESPONSIBLE OFFICIAL |
|---|---|---|---|---|
| MILESTONE | I: | Research the specific characteristics and problems that employers, public service representatives and school systems present for transitional women. | Jan 1982 - Apr 1982 | Research Coordinator, Project Director & Staff |
| MILESTONE | II: | Conduct Weekly Women's Forum and publish and distribute Monthly News Calendar on women in the southeast. | Jan 1982 - Dec 1982 | Director, Media Coordinator and Research Coordinator |
| MILESTONE | III: | Conduct Occupational training program for 50 transitional women; Provide Referral/Informational Services for women in the southeast. | Jan 1982 - Apr 1982 | Occupational Skills Coordinator, Director and Staff |
| MILESTONE | IV: | Conduct Human Relations Training for 20 supervisory and managerial level employers and 20 public service representatives who typically serve transitional women. | May 1982 - July 1982 | Human Relations Coordinator and Staff |
| MILESTONE | V: | Identify placement sites and actual placement of 50 transitional women in apprenticeships with businesses and industries in Atlanta. | Aug 1982 - Oct 1982 | Occupational Coordinator and Research Coordinator |
| MILESTONE | VI: | Draft "A Handbook on Human Relations For Those Who Serve Transitional Women". | Oct 1982 - Nov 1982 | Media Technical Coordinator, Human Relation Coordinator, Occupational Skills Coordinator |
| MILESTONE | VII: | Conduct human relations training for 50 students (primary & secondary school classes) in neighborhoods largely populated by transitional women. | Nov 1982 - Dec 1982 | Human Relations Coordinator & Staff |
| MILESTONE | VIII: | Evaluate and refine training, models, research and informational process for the project. | Nov 1982 - Dec 1982 | Director, Staff and External Evaluator |

## YEAR THREE: JANUARY 1983 - DECEMBER 1983

| | | PRODUCT | TIME FRAME | RESPONSIBLE OFFICIAL |
|---|---|---|---|---|
| MILESTONE | I: | Conduct occupations and career option training program for 50 students (primary/secondary school classes) in neighborhoods largely populated by Transitional Women. | Jan 1983 - Mar 1983 | Occupational Skills Coordinator and Staff |
| MILESTONE | II: | Conduct Weekly Women's Forum. Publish and disseminate Monthly News Calendar for women, and provide Informational/Referral Services for women in the southeast. | Jan 1983 - Dec 1983 | Director, Media Coordinator, and Research Coordinator |
| MILESTONE | III: | Plan and publicize the Conference on Transitional Women (projected date - April): "The Transitional Woman: Images and Career Options". | Jan 1983 - Mar 1983 | Project Director, Media Technical Coordinator and Staff |
| MILESTONE | IV: | Evaluation of the human relations and occupational options training programs for school children. | Apr 1983 - May 1983 | Human Relations Coordinator, Occupational Skills Coordinator, External Evaluator, and Project Director |
| MILESTONE | V: | Draft "Transitional Black Women: Occupational Skills Training and Counseling Handbook"— A Handbook on Non-Traditional Career Options for Women: Occupations and Counseling" | June 1983 - July 1983 | Occupational Skills Coordinator, Media Coordinator, Project Director |
| MILESTONE | VI: | Project Evaluation (Three-Year Period) | Aug 1983 - Sept 1983 | Project Director, External Evaluator and Staff |
| MILESTONE | VII: | Final Project Report—Model Program Packet and Final Draft of three Handbooks | Aug 1983 - Dec 1983 | Project Director, Media Coordinator and Project Staff |

## Expenditures

Expenditures for the multi-year Transitional Black Women's Project averaged $205,000 per year. Included in the costs were equipment and supplies; stipends for fifty project participants; consultant fees for evaluators, trainers, research assistants, proof readers, etc.; child care; transportation costs for staff and participants; materials acquisition; professional testing fees; conference expenditures; and a major cost item, publication of final project products: (1) A Model Program Narrative, (2) A Handbook on Human Relations Training for Transitional Black Women, (3) A Handbook on Occupational Skills Training for Transitional Black Women, and (4) A Handbook on Human Relations Training for Employers and Social Workers. The attached budget for the first year of the project is illustrative of the way funds were allocated for the Model Program for Transitional Black Women in the Southeastern Region of the United States.

When funds were available, participants were paid stipends for participating in training events. The sum paid to participants ranged from $100.00 to $250.00 contingent upon the number of hours or days the participant attended a training session or other event. It was expected that participants would use this money to cover personal expenses such as cost for clothes to go on a job interview, transportation, lunch expenses for full day events, or child care costs when WISE funds were ot available for this purpose.

Each time a participant was given funds for any purpose she was required to sign a statement indicating the amount, purpose and date funds were received. To avoid mailing complications, checks were always issued in the WISE office.

## Approved Budget, 1980

**Budget**

| | | |
|---|---|---|
| I. | Personnel | |
| | A. Full-time or 100% | |
| | 1 Director, 1 Associate Director, and 1 Secretary | $ 55,000.00 |
| | B. Part-time or 20% × 9 months and | |
| | 100% summers @ $1,675.00 per month | |
| | Four Coordinators | 32,000.00 |
| | Total Salaries | $ 87,000.00 |
| | (15%) Fringe Benefits | 13,050.00 |
| | Total | $100,050.00 |
| II. | Travel | |
| | A. Project Staff | 2,700.00 |
| | B. Participants | 3,000.00 |
| | Total | $ 5,700.00 |
| III. | Equipment | |
| | A. 1 Typewriter | 700.00 |
| | B. Faculty Desks & Chairs | 1,000.00 |
| | C. Secretarial Desk & Chair | 500.00 |
| | D. File Cabinets | 325.00 |
| | E. Duplication Equipment | 300.00 |
| | F. Bookcases | 120.00 |
| | Total | $ 2,945.00 |
| IV. | Supplies | |
| | A. General Office | 2,000.00 |
| | B. Special Test Materials | 500.00 |
| | C. Books, Magazines, etc. | 800.00 |
| | Total | $ 3,300.00 |
| V. | Other Program Costs | |
| | A. Training Cost for Participants (Stipends) | $25,000.00 |
| | B. Daycare Service for Participants | 3,000.00 |
| | C. Space Rental | 6,000.00 |
| | D. Telephones | 1,000.00 |
| | E. Consultants (Trainers, Evaluators, Counselors) | 14,700.00 |
| | Total | $49,700.00 |

SECTION SIX

# EVALUATIONS AND RECOMMENDATIONS FOR REPLICATION AND IMPROVING OF THE MODEL PROGRAM

**Summary Evaluation**
**Recommendations for Replicating and Improving the Model Program**

## SUMMARY EVALUATION

### Description of the Project

This was a three year project designed to develop a model for improving the status of transitional Black women in the southeastern region of the United States. Transitional Black women, for the purpose of this project, were defined as migrant, poor, uneducated (less than 12 years of schooling), underemployed or unemployed, unaware of educational or occupational opportunities available to them and/or did not have the prerequisites necessary to take advantage of these opportunities. They usually settle in identifiable neighborhoods such as Kirkwood, Mechanicsville, and other Section 8 housing areas in Atlanta.

The project was a cooperative endeavor of the Atlanta University Center (AUC) schools, with the Women's Institute of the Southeast (WISE) responsible for the administration of the program. The major project personnel were faculty members from AUC schools and consultants who were secured from the AUC as well as from various agencies outside the AUC.

There were three project training programs: (1) Human Relations; (2) Educational Development; and (3) Occupational Counseling. There also was a research unit which provided information about the traits, priorities and needs of the women participating in the program. These data were utilized in developing the various training programs. As the project progressed, some additional activities not originally a part of the design were included, namely:

(1) A Weekly Women's Forum;
(2) A Women's News Calendar; and
(3) an Informational/Referral Service.

The integration of these activities into the project appeared to be an asset in providing high project visibility, and establishing links with women's organizations, social service agencies, schools, and other groups which interact with transitional women on a day-to-day basis.

### Goals of the Project

The Transitional Black Women's Project's goals were twofold:

1. to develop a model program providing transitional Black women with educational and occupational guidance and training as a means of improving their educational and economic status; and
2. to develop a model program identifying, examining, assessing, and eliminating societally oriented stereotypes based upon sex, class, and geographical region that hinder educational, social and economic equity for transitional Black women.

The expected, major measurable outcome was to make 50 transitional Black women employable by 1983, and the final outcome was to have a Model Program Packet for Training Transitional Women by December, 1983.

### Evaluation of the Project

It should be noted here that this project was not designed to apply the rigorous techniques of experimental research which utilize control and experimental groups. Therefore, the evaluation method selected for this situation was process evaluation. This evaluation method is employed to assess federally funded projects. Four basic elements provice, public schools, women's and counseling groups. (1) operational aspects; (2) clientele; (3) environmental conditions of operation; and (4) achievement of objectives.

### Operational Aspects

The chief administrative unit for the Women's Institute of the Southeast (WISE) was the Advisory Board. This Council consisted of ten members—six representing each of the six institutions in the Atlanta University Center and four representing public service, public schools, women's groups, and counseling. This body was diverse in cultural and educational backgrounds, career preparation, and career interests. Primarily, the Advisory Board was responsible for the project policy-making as well as providing insight regarding relevancy of the project to the community.

The Advisory Board was scheduled to meet monthly and on occasion special call meetings were necessary. Board meetings were chaired by a group elected president. In addition to Board members, project staff and the external evaluator attended the Advisory Board meetings.

Throughout the three years of the project, the Advisory Board remained active, with the majority of its original membership in tact. Of the ten members, nine were consistently active. The ability to maintain an active Advisory Board with the original core providing continuity in the administration of the project was a major asset.

Basic administration of the Transitional Black Women's Project, selection of staff, and coordination and monitoring of all project programs were the responsibilities of the Project Director. In addition to these responsibilities, the Project Director's role was to provide periodic reports to the Advisory Board, the Chancellor, and submit reports to funding agencies.

## Personnel Patterns

The initial project staff consisted of three full-time persons: the Project Director, Assistant Project Director, and the Project Secretary. In addition to the full-time staff, there were four part-time persons: Research Coordinator, Human Relations Training Coordinator, Occupational Skills Coordinator, and Media Coordinator. Throughout the project period the Project Director and Human Relations Training Coordinator, and training teams for both Human Relations and Occupational Skills remained constant. However, there were a number of personnel changes in the other slots.

Most of the staff changes occurred during the early stages of the project. It seems the staff persons who left the project did not leave out of dissatisfaction with the project, but because advancement opportunities became available or other events occurred which were beyond their control. Furthermore, the persons who filled the vacant positions were equally, or in some cases, more qualified for the tasks than the person whom they replaced. Another factor to consider is that persons acquainted with the goals and objectives of the project were selected to fill the vacant positions. This made for a smooth transition period.

## Physical Facilities

The project offices were located in a six room house with two baths which is owned by one of the AUC schools. In addition to housing the project offices, Advisory Board meetings, staff meetings, some training activities were held in this facility. Bulletin boards contained information concerning activities of interest to staff and participants. The house was maintained in a neat, orderly manner. Decor was moderate and not distracting. The house was in good condition. On occasions when participants met together in one room, it was crowded. Yet, they did not seem to complain, nor did the situation appear to impair the achievement of the goals and objectives of the planned activity.

The GED training program facilities were located in educational environments suitable and appropriate for learning. Participants were administered a GED test in centers designed for test taking.

## Management of financial affairs

The Project Director was responsible for management of project funds. She supplied the staff with basic supplies and materials required to successfully implement the program. The execution of requisitions was timely. It was evident throughout the project that the Project Director sought to disburse funds in a manner which would be conducive to the attainment of project goals and objectives.

## Political Interaction

The Atlanta University Center structure is complex. Each center school is administered independently and, at times, enters into cooperative ventures. It is these cooperative endeavors that can negate the operation of a cooperative program.

Once the project was funded, the presidents of the various colleges remained supportive throughout the three years. They provided funds from their budgets to sponsor luncheons for project participants which were held on their campuses. If they could not attend events personally, a representative was present. In addition to the above, they permitted members of their faculty to work with the project receiving financial compensation or release time. The Project Director's political astuteness minimized the difficulties encountered and maintained the support of both the colleges and the local community.

## Summary of Operational Aspects

An analysis of the operational aspects suggests that while some problems persisted, they were effectively resolved and did not impede attainment of project goals. The relationship between the Advisory Board and Project Director was positive and permitted the work of the project to proceed without unnecessary entanglements. Even though there were a number of staff changes, replacements were done in a timely manner. The vacant positions were filled with competent program personnel.

Although the physical facilities were not ideal, they did not prohibit the orderly conduct of the project. In fact, the participants may have felt more comfortable in these homelike surroundings. To a certain extent this facility may have been less threatening than a more academic setting.

Good fiscal management provided confidence and trust between the staff and participants. Throughout the project, the Director exhibited sound financial practices. This way the Project Director was able to avoid possible disastrous political interactions is noteworthy. Realizing the complex structure under which the project operated and the many actors to satisfy, a difficult situation could have emerged. The project seemed to have had more political allies than enemies.

## Environmental Factors

Most of the training and workshop activities were held on the campuses of the various AUC institutions. During the orientation session participants received their materials in a folder with either Atlanta University, Morris Brown College, Spelman College or Clark College printed on the front. Most of the trainers and some of the consultants were members

of the AUC community. The experience of attending project activities on the campuses of schools in the AUC and of using materials labeled with the college name provided the women an association with college professors and a vehicle for identifying with the AUC. An interesting observation was that when the women commuted to the AUC setting, they carried their folders so that the folder was visible to other commuters. They also told friends that they were in a program at AUC. The persons they encountered in the AUC were outgoing and demonstrated caring attitudes contributing to a positive environment, to which the transitional Black women were proud to belong.

Provisions were made to include participants in WISE workshops and luncheon programs. This gave the women an opportunity to be involved in events which were not treatment oriented. Taking away some of the "guinea pig stigma" and dispelling some of their dysfunctional images.

Where possible, the Director made arrangements for child care which allowed those who had child care problems to freely participate in the activities. Because there were no budgetary provisions for child care, this support was not constantly available throughout the life of the project. Therefore, when participants could not make their own child care arrangements they brought their offspring with them. Although this was not ideal, it did not create grave problems. Trainers and participants were supportive to women who had no other alternative.

Each participant was given a stipend. The purpose of the stipend was to be a budget supplement and an incentive. The timing and amount of stipends sometimes created difficulties. Early in the project guidelines for receiving stipends and MARTA cards did not seem to be clearly defined. When changes were being made in the distribution of funds, some negative attitudes surfaced. The changes had not been announced in advance and some persons felt they were not fairly treated. However, most participants adjusted.

The support and cooperation received from local agencies, businesses, public schools, and local resource persons were favorable. They made available child care facilities, contributed time, food and their expertise, and participated as role models. This aided in the success of the project.

National economic conditions did have a negative impact upon the work experience unit. The economic crunch limited the type and number of employment positions available for apprenticeships. This caused modification in the occupational skills component. If the economy had been more favorable, this phase could have been more profitable for the transitional women.

## Clientele Served

Fifty transitional Black women were selected and invited to participate in the program. These women were recruited through social service agencies in the Atlanta area. The clientele did possess the characteristics appropriate for the planned intervention:

- All of the women were born in the southeastern region of the United States. More than half of the clients were first generation urbanites.
- Their average reported income ranged between $3,000 and $9,999 per year, with more than half earning $3,000 or less per year.
- Seventy-five percent were single heads of households, and most lived in rented dwellings either alone or with relatives.
- More than half had one or two children; fewer than one-third had three or four; and one-fifth had five or more.
- Eighty-three percent had received less than 12 years of education.
- Eight-five percent were unemployed and did not have the prerequisites necessary to take advantage of employment opportunities.
- Few had the marketable skills required for earning a living.

## Achievement of Objectives

The ultimate project objective was to make 50 transitional Black women employable by 1983. In order to achieve this objective three programs were provided: Human Relations, Educational Development, and Occupational Counseling. These programs emphasized socialization and educational experiences which aided in eliminating dysfunctional images and helped in obtaining occupational skills.

Human Relations Training was the first program to which transitional Black women were exposed. This training program helped the women to explore attitudes and values which might impede their progress during and after the project.

As the women progressed through various aspects of the project over the three year period, trainers and participants observed some positive changes in the behavior of the women. Dressing patterns became more appropriate for the occasion, persons who were shy became more assertive, etc. Through the actions of the women, it is evident that from 1980 to 1983, there was an increase in self esteem and confidence. Testimonies from the women, video and audio tapes, and interviews document that there had been a decrease in dysfunctional images. Participant evaluation of the Human Relations Training revealed that the sessions were of great value. Tables 1 through 3 illustrate evaluative results. It was felt that the Human Relations sessions helped to prepare the women to enter the second program component.

This component provided General Education Development Training to the women as an opportunity for them to remedy their educational disabilities by improving their basic skills and completing their GED requirements.

The Test of Adult Basic Education (TABE) was the instrument for pre-testing and post-testing to determine how much participants learned as a result of WISE-GED training. Pre-test results revealed the average reading and mathematics score was at the fifth grade level. Post-test scores in the area of reading and math indicated some growth, however, the number of participants who took the post-test sharply decreased as Tables 4 and 5 demonstrate. At the end of this GED training period (December, 1981), five participants successfully passed the GED.

Between the GED training unit and the Occupational Skills unit, the project witnessed its largest drop-out. This loss of participants might have been minimized with Human Relations Training support throughout the project. At this point in the project, 19 participants were inactive.

Because 36 of the transitional women did not accomplish this objective, it was necessary to make some program modifications. In order to help the participants attain this objective, an agreement was made with some community organizations and the public school system. This necessitated an overlap into the Occupational Skills Training component. This component was involved with career counseling and job search preparation.

The Occupational Skills Coordinator was able to refer 33 of those who had not passed the GED to the Opportunities Industrialization Center of Atlanta, Inc. (OIC). Sixteen of 33 referred attended OIC's GED training classes. This experience also exposed them to specific skills/trade job training opportunities. Three other participants had GED scores ranging from 211 to 224 (225 was passing). One of these persons enrolled at the Dunbar Neighborhood Center, and two studied independently. In May 1982, all three women passed the GED test. By December, 1982, eight or 16 percent of the participants completed their GED requirements and nine or 18 percent received their high school diplomas. Thus, thirty-four percent of the participants achieved their GED or high school diplomas.

Occupational Skills Training had two major objectives:

1. to aid participants in exploring career options available to them, and
2. to have participants engage in work experiences which lead to employment.

Participants were engaged in a series of workshops These workshops were designed to present information regarding occupations which underrepresent females and to develop skills and techniques needed for obtaining employment. The several topics introduced were: Understanding Career Planning; Strengthening the Self-Concept and Achieving Career Objectives; Examining Occupational Options; Removing Career Success Barriers; Planning for Career Success; and Managing the Job Training and Work Experience. A variety of strategies such as group discussions; meetings and talking with role models of both sexes; exercises for aiding the women to clarify their values with respect to sex, race, role, and stereotyping were used. The workshop devoted emphasis to career options exploration which was considered, by the participants, to be effective. This positive response also was evidenced by the level of attendance. Twenty-two participants enrolled in the workshop, and none dropped out.

Prior to engaging in the work experience process, job interview workshops were held in which reinforcement and information were given. These workshops emphasized the importance of having a successful work experience. The work experience portion of the Occupational Skills unit was adversely affected by external environmental factors—national unemployment problems and economic conditions. It was difficult to secure paid work experience sites for the participants. The original plan was to place the women with businesses or in industries. However, 17 of the participants who completed the Occupational Skills Workshop were assigned to meaningful paid work experiences.

The basic assumptions of the Transitional Black Women's Project included the belief that if these women received Human Relations Training, Educational Skills, and Occupational Skills Training, they would be employable. Even though there were drop-outs and some inconsistent participation, some success was realized. Of the 31 active participants, 18 or 58 percent became employable or enrolled in post-secondary schools by 1983. Table six outlines the activities of these participants.

### Measurement

Each of the training programs utilized pre-and post-assessments. However, these data do not provide empirically measureable results. Primarily, this is because the variables tested are not easily evaluated during a short period of time. At best, they gave an indication that positive movement was occuring. Yet, an attestment to the significance of growth is not possible.

The more effective measures were, although subjective, documented observations of trainers, staff, participants, and video and audio tapings of events, activities, and interviews. An examination of prior (1980), post (1983), and intermittent data and the participation of the women in the Regional Conference on Transitional Black Women in the Southeast, provided evidence that over a period of time, a group of planned activities designed to improve the status of transitional Black women can produce the desired results.

## Intervention Training Program and Other Project Activities

There were three intervention training programs: (1) Human Relations for Employers and Social

Workers; (2) Human Relations Training for Offspring of Transitional Women; and (3) Occupational Career Options and Counseling for Offspring of Transitional Women. The Human Relations Training for Employers and Social Workers was a two-day workshop for those who interact with transitional Black women on a regular basis.

Throughout these sessions, the interaction among participants involved exchange of ideas concerning factors which presently affect employment of transitional women. Primary focus was on (1) the impact of quality and quantity of workers in the labor market; (2) personal traits which affect productivity; and (3) the corporate philosophy regarding possibilities of racism and chauvinism.

Role playing was utilized to develop insight into variables which promote success (such as networking, education/exposure, role modeling/mentoring). This technique was viewed as excellent for understanding some of the problems of transitional Black women and made employers and social workers more aware of how they could help eliminate dysfunctional images and employment barriers of transitional Black women.

The remaining intervention training programs—Human Relations Training for Offspring of Transitional Women and Occupational and Career Options Training and Counseling for Offspring of Transitional Women were held in public schools located in the inner city neighborhoods. The children involved in these activities were not literally those of the transitional women in the project, but rather were offspring of women similar to the transitional Black women in the project.

Two different school sites, an elementary school and a middle school, were selected for Human Relations Training in the schools. Students in these schools were similar in background, but varied in academic achievement and leadership abilities. Although some differences were recognized, pre-assessment data revealed that the students selected from each school shared common needs. These needs were in the areas of: (1) awareness of self; (2) skill in decision-making, based on personal values; (3) development of communication skills, written and oral); and (4) enhancing personal relationships.

The Human Relations training objectives and strategies were the same for both groups. Objectives and strategies were structured to meet the student's pre-assessed needs as indicated above.

The first session provided the students an opportunity to understand the purpose of training, get acquainted with the trainers, and react to the situation. During the second session, students were guided through self-assessment by giving and receiving positive and negative feedback as well as assessing others and in responding to authority figures. The third session was spent assessing values; exploring value conflicts; examining stereotyping; and developing skills for decision-making. Test-taking skills, and reviewing activities of learning which occurred throughout the previous sessions were the focus of the fourth session. Students also responded to the research questionnaire and enjoyed refreshments served by the trainers. The final session was utilized for summary and evaluation.

Students from both schools responded positively to the Human Relations Training. Ninety-four percent viewed the training as very helpful and 70 percent felt that they had improved their adjustment in the regular classroom situation. Over fifty percent reported that they felt better about themselves and they understood their own behavior a little better. Considering that these training sessions extended over a short period of time, the results were better than anticipated. At this stage, only immediate reactions can be assessed. The present design does not allow for examining long-term impact.

The Occupational and Career Options Training and Counseling for Offspring of Transitional Women followed the Human Relations Training. This training program took place at the same schools and utilized the same student population as the Human Relations Training. In addition to these schools, another school was included in response to a special request.

This training program was designed to: (1) develop a functional set of career counseling/training strategies for 6th, 7th and 8th grade students; (2) implement strategies that would aid students in increasing their awareness of personal interests and capabilities which would relate to their career choices; and (3) implement strategies that would aid students in developing skills for analyzing, as well as responding to career questions. These areas reflected the assessed needs of students in the selected schools.

Based on pre-test and post-test results obtained from the students' responses, it was indicated that the students did gain a clearer understanding regarding the distinction between a job and a career, and were better able to identify careers on the post-test. The use of role models in this component played an important part in helping the students to better conceptualize the types of career opportunities available to them.

The basic skills deficiencies of the students limited the success of journals and daily log keeping in both the Occupational Skills and Human Relations Training units. This fact reveals a need relative to both transitional women and their offspring; that is, as the transitional women improve their skills, they should be made aware of the need to help their children with these skills.

It would have been ideal if the students in these training programs had been the real offspring of the transitional women in the project. This was not possible for two reasons: (1) the children of the participants were not clustered in one or two schools; and (2) all of the participants did not have children

and many of those who did, had children who were not of school age. However, an analysis of the characteristics of the children participants does suggest that they were much like the transitional women in the project. Many had poorly developed basic educational skills, lacked positive self concepts, were unaware of career opportunities; and held stereotyped sex role concepts.

Although these sessions were limited in duration, change was more evident with the children than with the women. This pattern supports the sociological and psychological research which indicates that attitudes regarding values and self-concept can be more readily influenced at earlier ages.

In addition to training units, there were some supportive activities for the transitional Black women. These activities included a Weekly Women's Forum; the *WISE NEWS*, a bi-monthly publication; The Black Woman's Page, a monthly publication; an Informational/Referral Service; monthly luncheons and special counseling sessions. The Weekly Women's Forum was a radio program developed to inform the transitional women and local community about activities and programs taking place in the Atlanta area, as well as to expose them to role models from all walks of life; all ages; varying backgrounds; and different experiences and viewpoints.

The purpose of the *WISE NEWS* and A Black Women's Page was to share events concerning women and women-related activities. These publications provided information regarding women's involvement in research projects and women's programs throughout the country. In addition, emphasis was placed on publicizing national activities, and local events regarding conferences, seminars, workshops, theater, and employment relative to women.

The Informational/Referral Service was designed to answer questions about programs, activities, and services for transitional women throughout the United States. This was an extremely demanding effort requiring the WISE staff to search extensively for the necessary data. Inquiries came from women and men and, at times, the number of these requests were overwhelming for the staff. The monthly luncheons provided a forum for discussions with university professors and students, and the counseling sessions enabled participants to meet with WISE staff members one-on-one to address special interests, problems and needs of individuals.

As a result of the various training programs and research endeavors, this project has been able to realize its final outcomes: (1) to develop a model for dispelling dysfunctional images of transitional Black women, and (2) to complete a program narrative and three training handbooks.

## Recommendations

Recommendations included in the model program narrative reflect the thinking of component coordinators and their trainers and specialists as well as the thinking of internal and external evaluators for the model program. The purpose of these recommendations is to assist individuals and institutions interested in replicating the model program to do so. It is hoped that the changes or modifications made in this section will enable other groups or projects to avoid some of the initial problems experienced by WISE.

For clarity and for the convenience of the reader, the program recommendations are listed under specific categories.

## Administration

1. The Research Coordinator should serve as a full-time person for the first year of the project. In this way, research data will be processed and analyzed before training programs are begun.
2. Training programs should be designed to perform specific program functions, and training coordinators should supply the administrator and trainers with an outline of those functions prior to the commencement of the training activity. This process would eliminate problems associated with fees, time involved, and uncertainties regarding the specific role of each trainer.
3. A single person should be designated to coordinate all training activities to increase the integration of planning, implementation, and follow-up of training segments.
4. More orientation sessions should be held with program participants prior to the commencement of the first phase of training activities.
5. Videotaping of activities should begin earlier in the course of the program as a means to document initial attitudes, expressed both verbally and non-verbally. Initial behavior then could be compared at various stages of the project.
6. Human relations training should be designed as an on-going function of the project. Transitional Black women might benefit from consistent support while progressing through the educational and occupational skills components. This type of support might also help increase the retention rate.
7. Plan at least one meeting of all trainers in all segments of the program each year to familiarize them with the work being done in other segments and with other trainers involved in the model program.

## Research

1. Extensive role-model exposure for Black female children before the age of 16 should be provided in order to encourage them to continue educational training and to achieve career goals.
2. Self-images of Black female children during the crucial adolescent years should be built on by providing human relations training and career development for the children and their parents.
3. Information on reproductive rights should be made available to Black female children before age 16 in order to interrupt the cycle of early births which impede access to career development among this group. This information may provide both males and females with an understanding of the relationship between the birth of children and their choices in life.
4. Longitudinal studies to be conducted on both transitional Black women and their children are suggested to discern those attributes which contribute to task completion and successful entry into the labor market over time.
5. Funding should be sought for further training and study for transitional Black women and their children, as a continuation of the process begun by the program.
6. Broad-based theories on and of women of color should begin to be developed.
7. Educational skills component should consist of two tracks—one for those with the basic skills needed to study in preparation for the GED test, and another for those who require basic skills development prior to studying for the GED.

## Human Relations Training for Children of Transitional Black Women

1. Separate groupings and sets of exercises for the more biologically and socially mature students should be developed.
2. Those who plan workshops with schools should insist, as far as possible, on full ownership by principal of schools hosting workshops, with agreement on the method of selection of participants, space, and limitations on interference with students who participate in the project.
3. A workshop session should be planned which will assist participants to make a smooth adjustment back into the classroom after the workshop is over. This session might include certain approaches for participants to use their newly found skills in school, at home, and with peers.

## Occupational Skills Training Programs

1. A feasible, single systematic participant progress follow-up and recordkeeping system should be determined, prior to beginning the training program; specify the nature of recording forms, participant behavioral objectives, and target achievement dates.
2. A follow-up and recordkeeping system should be established throughout each phase of the training program.
3. A minimum of one full-time job developer is needed to identify, negotiate, and secure on the job training/employment slots for a group of 50 participants.
4. Provisions should be made for specific technical job training. Make the training an internal service to participants, eg. typing classes.
5. The participants should be involved in a broad range of work observation opportunities.
6. Each participant should be assigned to a trainer or counselor who would be her special resource person for the duration of her involvement in the program; the trainer or counselor assigned to the participant would assist her in setting personal and career development objectives, in identifying support resources, in resolving family role conflicts, and in initiating action for solving problems and achieving objectives. (Two full-time staff persons for 50 women.)
7. Staff should build into the curriculum more long range and more concentrated information on starting and managing a small business; small business development is an alternative way for participants to market their skills for monetary gain.
8. Planning sessions should be held periodically so that students can complete one assessment assignment before moving on to other activities; assessment activities should be carefully monitored.
9. Training facilitators should stress to participants the importance of the rating scales and their completion; it is important for students to understand the utility and meaning of such scales if the assessment tools are to be meaningful to them.
10. Human relations training for employers and social workers should coincide with the occupational skills-work experience process; the joint process may possibly encourage participation of employers and social workers who work directly with transitional Black women. Furthermore, the impact of this type of training may be better observed and monitored.

## Occupational Counselling/Training for Children of Transitional Women

1. Minutes should be kept of all meetings pertaining to future projects and, whenever possible, written approval or confirmation should be secured from those requesting services and from those agreeing to participate; without such documentation, the task of evaluation becomes more difficult.
2. All evaluation tools should be designed simultaneously with the project activities.
3. Dates of data/information gathering should be worked out before the project is implemented; this should take place in the planning and development phase, not during the project implementation phase.
4. More activities requiring creative and critical thinking on the part of participants should be developed and utilized in the training program. Activities such as the Value Shield Exercise and the creation of a Box That Speaks for Self should be encouraged.
5. Activities for participants (students) which can be completed in a group setting should be developed and utilized.
6. Sufficient time should be allocated for completion of stated objectives/activities.
7. Set aside more time to allow students to engage in feedback and open discussion.

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# APPENDICES

Supporting Documents
Tables

## Supporting Documents

## APPENDIX A

### Participant Profile Questionnaire

No. _____

### A. DEMOGRAPHIC DATA

1. Date of birth _____. 1a. Age _____.
2. Place of birth _____.
3. This is an urban _____. rural _____ area.
4. Your father was born in an urban _____. rural _____ area.
5. Your mother was born in an urban _____. rural _____ area.
6. How many brothers _____ and sisters _____ do you have?
7. Are you single _____. married _____. widowed _____. divorced _____. separated _____?
8. How many children do you have _____?

   8a. Sex _____

   Ages _____
9. What direction of the city of Atlanta do you live in?

   NW _____ NE _____ SW _____ SE _____
10. Are you a single head of household? yes _____ no _____
11. Do you live: in public housing _____. an apartment _____. house _____ you rent _____ or own _____: with a friend _____ or relative _____?
12. Have you ever lived in a rural area? _____
13. Would you describe the community in which you live as upper class _____. middle class _____. working class _____. poor _____.
14. What do you like most about the community in which you live? _____

    _____
15. What do you like least about the community in which you live? _____

    _____
16. Would you prefer to live in an urban _____ or rural _____ area?

### B. EDUCATIONAL DATA

1. Have you attended public schools in an urban _____ or rural _____ area?
2. Were the schools you attended integrated _____ or segregated _____?
3. In your educational experience, were your teachers predominantly black _____. white _____. men _____. women _____?
4. Up to what grade have you completed? _____
5. Up to what grade did your father complete? _____
6. Up to what grade did your mother complete? _____
7. Has anyone in your immediate family completed high school _____ or college _____?

8. If you did not complete high school, why did you leave? _____

_____

9. What did you like most about school? _____

_____

10. What did you like least about school? _____

_____

The following questions will require that you answer according to the following scale:

a agree strongly b agree somewhat c disagree somewhat d disagree strongly e no opinion

11. It is important for Black children to have Black teachers in nursery school and/or elementary school.

    a b c d e

12. It makes no difference if the teacher is Black or white.

    a b c d e

13. Education is the key to success.

    a b c d e

14. Black women who are educated have less difficulty finding jobs.

    a b c d e

15. Bussing is the best way to insure quality education.

    a b c d e

16. Black women who are educated have difficulty finding a mate.

    a b c d e

17. If a family has to choose between sending a son or a daughter to college, it would be better to send the son.

    a b c d e

18. Your family stressed the importance of getting an education.

    a b c d e

19. Black women are better teachers than men.

    a b c d e

20. I prefer taking classes from a: man_____ woman_____ Black_____ white_____

21. I am equally comfortable taking classes from anyone.

    a b c d e

22. Most of my friends are on the same educational level that I am.

    a b c d e

## C. OCCUPATIONAL DATA

1. If you are presently employed, what is your job? _____
2. If you are unemployed, what is your source of income? _____

   _____
3. Your salary range is: less than 3000 _____

   3000 to 5999 _____

   6000 to 9999 _____

   10000 to 150000 _____

   16000 to 20000 _____

   over 20000 _____
4. What skills do you have? _____

   _____
5. What kind of work does your father do? _____
6. What kind of work does your mother do? _____
7. What kind of work would you like to do? _____

   _____
8. What kind of work do you like least? _____

   _____

Again, multiple opinion:

9. Money is the most important factor in the selection of a job.

   a b c d e
10. Your biggest expense is: childcare _____, food _____, housing _____, medical _____, other _____
11. If you need a job badly enough, you should accept any kind of work.

    a b c d e
12. If you do not like your work, you should grin and bear it.

    a b c d e
13. In a disagreement with the boss and an employee, the employee is bound to lose.

    a b c d e
14. Black women experience more on the job sexual harassment than white women.

    a b c d e
15. The more educated you are the more money you should be paid.

    a b c d e
16. Women should be allowed to work in non-traditional jobs.

    a b c d e
17. You have been unable to secure a job because:

    lack necessary skills _____ insufficient education _____ poor attitude _____

    sexual discrimination _____ racial discrimination _____ other _____

18. Black women earn less than Black men for the same job.

    a b c d e

19. Women are better workers than men.

    a b c d e

20. Men and women are equally dependable workers.

    a b c d e

21. There are certain jobs women should not perform.

    a b c d e

22. An attractive woman is more likely to get ahead on a job than an unattractive woman.

    a b c d e

23. You feel more comfortable being interviewed for a job by a woman _____ man _____

24. Black women have less difficulty finding jobs than Black men.

    a b c d e

25. It is easier to work with Black _____ white _____ men _____ women _____

## D. SOCIOLOGICAL/ATTITUDINAL DATA

1. Your childhood experiences were very happy.

   a b c d e

2. Relatives played a very important role in your early stages of development.

   a b c d e

3. Black women played a very important role in your early stages of development.

   a b c d e

4. Your ideas about women's work are based on what your mother or grandmother did.

   a b c d e

5. Women in your family had careers or interesting job.

   a b c d e

6. Women in your community had careers or interesting jobs.

   a b c d e

7. You have a clearly defined image of your future goals.

   a b c d e

8. Women's main purpose is to have children.

   a b c d e

9. The only differences between men and women are biological.

   a b c d e

10. Women should adjust their behavior to please a man.

    a b c d e

11. Your ideas about women's roles are based on television, media, etc.

    a b c d e

12. Your father was a very important person in your early stages of development.

a b c d e

13. Your religion plays a very important role in your life.

a b c d e

14. Do you work with or are you involved in any community _____ political _____ religious _____ or private _____ clubs or groups? none _____

15. White people do not understand Black people.

a b c d e

16. Black people do not understand white people.

a b c d e

17. Who has been the most important person in your life? _____

18. Who is the most significant historical figure to you? _____

19. What is the most serious problem (personal or otherwise) you presently have? _____

_____

20. How do you feel it can be overcome? _____

_____

## E. POLITICAL DATA

1. Do you vote? yes _____ no _____
2. Do your parents vote? yes _____ no _____
3. To which political party do you belong? republican _____ democratic _____ independent _____ other _____

Multiple opinion:

4. Black elected officials are more likely to help the Black community than white elected officials.

a b c d e

5. Black elected officials have less political power than white elected officials.

a b c d e

6. Black women are as capable of handling the responsibilities of electoral offices as men.

a b c d e

7. Men make better politicians than women.

a b c d e

8. Men and women are equally good politicians.

a b c d e

9. Voting is an effective way to change things in society.

a b c d e

10. All politicians are the same.

a b c d e

11. Most politicians are dishonest.

a b c d e

12. People run for political office because: to change the world _____ to help people _____ to get rich _____ to become famous _____ other _____
13. The most serious problem facing you personally can be solved through politics.
    a b c d e
14. If the ERA were ratified it would help Black women.
    a b c d e
15. What would you like to change in the world? _____
    _____
16. The most serious political issue in the world today is _____
    _____
17. The most serious economic problem in the world today is _____
    _____
18. You are more interested in local _____. national _____. international _____. news. none _____
19. You read the newspaper daily _____. three times a week _____. seldom _____. never _____
20. Racial discrimination is no longer a problem in America.
    a b c d e
21. Do you subscribe to or read any journals on a regular basis? _____
22. A Black woman could be elected President of America.
    a b c d e
23. Both major political parties are the same.
    a b c d e
24. Neither major political party really cares about Black people.
    a b c d e
25. The government should pay for the abortions of low income women.
    a b c d e
26. The passage of the Voting Rights Act has made life better for Black people.
    a b c d e
27. The most important political person is _____

**F. MEDICAL DATA**

1. You trust doctors.
   a b c d e
2. Would you describe your health as excellent _____. good _____. fair _____. poor _____?
3. Are you presently under a doctor's care? yes _____ no _____
4. Your grandmother or mother has a lot of "down home" remedies for curing illness.
   a b c d e

5. You have a healthy diet.

a b c d e

6. What kind of doctor do you visit most? pediatrician _____. Ob/Gyn _____. general practitioner _____. other _____

7. Do you plan to have more children? yes _____ no _____

8. When you get ill you try to heal yourself first.

a b c d e

9. Black women have better health than Black men.

a b c d e

10. You are satisfied with the method of birth control you are presently using.

a b c d e

11. You prefer a Black _____ white _____ male _____ female _____ doctor.

## G. MALE/FEMALE/FAMILY RELATIONSHIPS DATA

1. Aggressive women are not feminine.

a b c d e

2. White women are more attractive than Black women.

a b c d e

3. Women gossip too much.

a b c d e

4. Women are too emotional.

a b c d e

5. Women who get raped bring it on themselves.

a b c d e

6. Birth control should be the responsibility of the man _____ woman _____ both _____. Don't use it _____

7. If a woman wants an abortion, she should get the permission of her husband (boyfriend).

a b c d e

8. Women on welfare who continue to have children should be sterilized.

a b c d e

9. My closest friends are men _____ women _____

10. "Children should be seen and not heard".

a b c d e

11. Little boys should not play with toys made for little girls.

a b c d e

12. Little girls should not play with toys made for little boys.

a b c d e

13. Behind every great man there is _____

14. Behind every great mother there is a _____

15. Men and women should share household chores equally.

    a b c d e

16. If at all possible, women should not work outside the home.

    a b c d e

17. In case of divorce, custody of children should be given to the man _____ woman _____.

18. Men should be the breadwinner in a family.

    a b c d e

19. Spanking is the best type of discipline for children.

    a b c d e

20. Your idea of the ideal Black woman is (name a person): _____

21. Your idea of the ideal Black man (name a person): _____

22. Women are more capable of raising children than men.

    a b c d e

23. Men want a woman who is (order according to priority): 1-3 intelligent _____ attractive _____ a good homemaker _____ assertive _____ submissive _____ gentle _____ other _____

24. Women want a man who is (order according to priority): 1-3 intelligent _____ attractive _____ a good provider _____ assertive _____ gentle _____ submissive _____

25. The most important thing in a relationship is (order according to priority): love _____ affection _____ financial security _____ common interests _____ good communication _____ other _____

26. Men are more promiscuous than women.

    a b c d e

27. When men and women end a relationship it is most often because _____

    _____

28. Black women are emotionally more dependent on men than Black men are on women.

    a b c d e

29. Black men don't respect Black women.

    a b c d e

30. Family members should stick together.

    a b c d e

31. The city is the best place for raising children.

    a b c d e

Use the following space for any comments the interviewee or interviewer has concerning the questionnaire or related issues:

## APPENDIX B

## WINTER 1983 OCCUPATIONAL TRAINING AND COUNSELING WORKSHOP

### SCHOOL "D" SCHEDULE

Day I: Monday, January 24

Training/Counseling Focus: Self-Assessment

| Activity Sequence | Group Size | Time Frame | Facilitator |
|---|---|---|---|
| • Introduction of Trainers | Large | 8:15 - 8:20 | Trainer LL |
| • Events for the day | | 8:20 - 8:25 | Coordinator BB |
| • Warm-up: Introduction of students | | 8:25 - 8:35 | Trainer JJ |
| • Self-Assessment: | Small | | All Trainers |
| — Exercise A: Questionnaire | | 8:35 - 9:00 | |
| — Exercise C: Values Shield | | 9:15 - 9:35 | |
| • Wrap-up | Small | 9:35 - 9:45 | All Trainers |
| — Verbal assessment of Day I activities | | | |
| — Journal Entry | | | |
| — Plan for Day II and remainder of workshop Discuss: "Some things the children would like to gain from/do in the workshop." | | | |

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Day II: Thursday, January 27

Training/Counseling Focus: Career Planning Information

| Activity Sequence | Group Size | Time Frame | Facilitator |
|---|---|---|---|
| • Warm-up: (Decide how to greet visitors) | Large | 8:15 - 8:25 | Trainer JJ |
| • Short Talk: "Intro. to Job Information Interview" | Small | 8:25 - 8:35 | All Trainers |
| • What's My Line? (Role Models) | Large | 8:35 - 9:00 | Coordinator MM |
| • Film: "The Sky's the Limit" | Large | 9:00 - 9:25 | |
| • Wrap-up: | Small | 9:25 - 9:45 | All Trainers |
| — Film Follow-up Discussion | | | |
| — Verbal Assessment of Day II Activities | | | |
| — Journal Entry | | | |
| — Plans for Remaining Sessions | | | |

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Day III: Thursday, February 3

Training/Counseling Focus: Career Success Skills

| Activity Sequence | Group Size | Time Frame | Facilitator |
|---|---|---|---|
| • Warm-up: | Large | 8:15 - 8:25 | Trainer JJ |
| • Mini Lecture/Exercise: Skills for Career Success | Large | 8:25 - 8:35 | Trainer LL |
| • Test Taking Skills Exercise | Large | 8:35 - 9:20 | Trainer SS |
| • Short Talk: and Participant Demonstration: "Intro. to Job Interview Techniques" | Small | 9:20 - 9:30 | All Trainers |

| | | | |
|---|---|---|---|
| • Wrap-up:<br>— Verbal Assessment of Day III Activities<br>— Journal Entry<br>— Plans for Remaining Sessions | Small | 9:30 - 9:45 | All Trainers |

Day IV:
Tuesday, February 8

Training/Counseling Focus: Career Success Skills

| Activity Sequence | Group Size | Time Frame | Facilitator |
|---|---|---|---|
| • Warm-up | Small | 8:15 - 8:20 | All Trainers |
| • Test Taking Skill | Large | 8:35 - 8:55 | Trainer SS |
| • Goal Setting | Small | 8:55 - 9:25 | All Trainers |
| • Self Assessment<br>— Exercise A: Questionnaire<br>— Exercise B: Career Choice Game | Small | 9:25 - 9:40 | All Trainers |
| • Wrap-up:<br>— Plans for Final Day<br>— Journal Entry (Take Home) | Small | 9:40 - 9:45 | All Trainers |

Day V:
Thursday, February 10

Training Focus: Minority Heritage Tour

| Activity Sequence | Group Size | Time Frame | Facilitator |
|---|---|---|---|
| (See Tour Schedule & Student directions) | Large | 9:00 - 1:00 | All Workshop Implementation Staff |
| • Self Assessment<br>— Exercise A: Questionnaire<br>— Post Assessment | Small | 9:15 - 9:35 | All Trainers |
| • Wrap-up:<br>— Verbal Assessment<br>— Plan for final day<br>— Journal Entry | Small | 9:35 - 9:40 | All Trainers |

Day VI:
Thursday, February 10, 1983

Training Focus: Minority Heritage Tour

| Activity Sequence | Group Size | Time Frame | Facilitator |
|---|---|---|---|
| (See Tour Schedule & Student Directions) | Large | 9:00 - 1:00 | All Workshop Implementation Staff |

## WINTER 1983 OCCUPATIONAL TRAINING AND COUNSELING WORKSHOP

### SCHOOL "L" SCHEDULE

Day I: Wednesday, January 26, 1983

Training Counseling Focus: Self-Assessment

| Activity Sequence | Group Size | Time Frame | Facilitator |
|---|---|---|---|
| • Introduction of Trainers | Large | 8:40 - 8:45 | Trainer LL |
| • Events for the day | | 8:45 - 8:50 | Coordinator BB |
| • Warm-up: Introduction of students | | 8:50 - 9:00 | Trainer JJ |
| • Self-Assessment: | Small | | All Trainers |
| — Exercise A: Questionnaire | | 9:00 - 9:20 | |
| — Exercise C: Values Shield | | 9:20 - 9:35 | |
| • Wrap-up | Small | 9:35 - 9:40 | All Trainers |
| — Verbal assessment of Day I activities | | | |
| — Journal Entry | | | |
| — Plan for Day II and remainder of workshop Discuss: "Some things the children would like to gain from/do in the workshop." | | | |

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Day II: Friday, January 28, 1983

Training/Counseling Focus: Career Planning Information

| Activity Sequence | Group Size | Time Frame | Facilitator |
|---|---|---|---|
| • Warm-up: (Decide how to greet visitors) | Large | 8:40 - 8:45 | Trainer JJ |
| • Short Talk: "Intro. to Job Information Interview" | Small | 8:45 - 8:50 | All Trainers |
| • What's My Line? (Role model sharing) | Large | 8:50 - 9:10 | Coordinator BB |
| • Wrap-up: | Small | 9:10 - 9:45 | All Trainers |
| — Verbal Assessment of Day II Activities | | | |
| — Journal Entry | | | |
| — Plans for Remaining Sessions | | | |

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Day III: Wednesday, February 2, 1983

Training/Counseling Focus: Career Success Skills

| Activity Sequence | Group Size | Time Frame | Facilitator |
|---|---|---|---|
| • Warm-up: | Large | 8:40 - 8:45 | Trainer JJ |
| • Short Talk/Exercise: Skills for Career Success | Large | 8:45 - 8:55 | Trainer LL |
| • Test Taking Skills Exercise | Large | 8:55 - 9:25 | Trainer SS |
| • Short Talk: and Participant Demonstration: "Intro. to Job Interview Techniques" | Small | 9:25 - 9:35 | All Trainers |
| • Wrap-up: | Small | 9:35 - 9:45 | All Trainers |
| — Verbal Assessment of Day III Activities | | | |
| — Journal Entry | | | |
| — Plans for Remaining Sessions | | | |

Day IV: Friday, February 4, 1983

Training/Counseling Focus: Career Success Skills

| Activity Sequence | Group Size | Time Frame | Facilitator |
|---|---|---|---|
| • Warm-up | Small | 8:40 - 8:45 | All Trainers |
| • Goal Setting | Small | 8:45 - 9:20 | All Trainers |
| • Wrap-up: | Small | 9:20 - 9:40 | All Trainers and Coordinator MM |
| — Reinforcement Activity | | | |
| — Plans for next day | | | |
| — Journal Entry | | | |

Day V: Wednesday, February 9, 1983

Training/Counseling Focus: Reinforcement and Wrap-up

| Activity Sequence | Group Size | Time Frame | Facilitator |
|---|---|---|---|
| • Warm-up | Large | 8:40 - 8:50 | Trainer JJ |
| • Goal Setting | Small | 8:50 - 9:15 | All Trainers |

## FIFTY FIVE MINUTE INTERVIEW SKILLS WORKSHOP

**School "N"**

2/15/83

| Time Frame | Procedures | Facilitator |
|---|---|---|
| 9:45 - 9:50<br>12:15 - 12:20 | Introductions<br>• Workshop Staff and Students<br>• Overview of Workshop Objectives<br>• Pre-assessment (pass out) | Trainer MM |
| 9:50 - 10:00<br>12:20 - 12:30 | Pre-assessment<br>• Written (use form)<br>• Verbal<br>—What are your career goals?<br>—How can interview training help with meeting these goals?<br>• Workshop description (Share agenda) | Trainer MM |
| 10:00 - 10:10<br>12:30 - 12:40 | Short Talk and Discussion:<br>• What are your career goals? (Take several responses).<br>• What is the role of the job interview in career planning<br>• What are steps for a successful job interview (students and trainers share these). | Trainer BB |
| 10:10 - 10:25<br>2:40 - 12:55 | Review job interview role play<br>Directions (pink sheet)<br>Role Play: The Job Interview<br>• Trainer "A" plays interviewee<br>• Student volunteers play employer (interviewer)<br>• Observers (remaining students) do interview assessment (use form)<br>• Video Tapes role play<br>Discussion: Interview assessment | Trainer MM<br><br>Trainer MM<br><br><br><br>Video Technician<br>Trainer BB |
| 10:25 - 10:40 | Play Back & Discuss video taped interview<br>Post-assessment and Wrap-up<br>• Written Post Assessment<br>• Describe interview guides and invite students to take copies for future use. | Trainer BB & Video Technician<br><br>Trainer MM |

**Points to Emphasize/Discuss**

- Types of Interviews:
  - —Information Gathering (less structure)
  - —"Stress Test" (more structure)
- Types of Questions:
  - —Legal vs. Illegal
  - —Sex-equity, e.g., would you mind making coffee for me?
- How To Deal With Previous Negative Experiences:
  - —Getting Fired
  - —Conflict With Previous Employer
  - —Arrest Record

## APPENDIX C

## WISE 1983 OCCUPATIONAL AND CAREER OPTIONS WORKSHOP SCHOOL PERSONNEL ASSESSMENT FORM

Please rate each question below on the accompanying scale. The scale ranges from 0 to 10, with 0 being the lowest and 10 being the highest.

1. I believe the Occupational and Career Options Workshop conducted by the Women's Institute of the Southeast in 1983, in this school, was successful.

_____ Agree _____ Strongly Agree _____ Disagree _____ Strongly Disagree

0 1 2 3 4 5 6 7 8 9 10

2. The Occupational and Career Options Workshop activities provided your *students* with learning experiences, informations, and skills, they would have otherwise not have received.

_____ Agree _____ Strongly Agree _____ Disagree _____ Strongly Disagree

0 1 2 3 4 5 6 7 8 9 10

3. The students' enthusiasm about the Occupational and Career Workshops was very great, and they wanted it to continue.

_____ Agree _____ Strongly Agree _____ Disagree _____ Strongly Disagree

0 1 2 3 4 5 6 7 8 9 10

4. The quality of the Occupational and Career Options Workshop was what I expected for my students.

_____ Agree _____ Strongly Agree _____ Disagree _____ Strongly Disagree

0 1 2 3 4 5 6 7 8 9 10

5. The quality of the Occupational and Career Options Workshop was of such that I would not hesitate to recommend it to other schools.

_____ Agree _____ Strongly Agree _____ Disagree _____ Strongly Disagree

0 1 2 3 4 5 6 7 8 9 10

6. The quality and the importance of the Occupational and Career Options Workshop is necessary for the students and I would like it to be continued in my school.

_____ Agree _____ Strongly Agree _____ Disagree _____ Strongly Disagree

0 1 2 3 4 5 6 7 8 9 10

**OPEN COMMENTS:**

**Needs:**

**Changes:**

## WISE 1983 OCCUPATIONAL AND CAREER OPTIONS WORKSHOP SCHOOL PERSONNEL ASSESSMENT RESULTS

| | | | | | Rating Scale | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SA | A | D | SD | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1. I believe the workshop conducted by WISE was successful. | 6 | 2 | | | | | | | | | 2 | 1 | 2 | 2 | 2 |
| 2. The workshop provided the students with learning opportunities, information and skills they otherwise would not have received. | 3 | 4 | 1 | | | | | | 1 | 1 | 1 | | 2 | 1 | 1 |
| 3. The students' enthusiasm about the workshop was very great, and they wanted it to continue. | 4 | 3 | 1 | | | | | 1 | | 1 | | 1 | 2 | 1 | 2 |
| 4. The quality of the workshops were I expected for the students. | 5 | 3 | | | | | | | | 1 | | 1 | 2 | 3 | 1 |
| 5. Due to the quality of the workshop, I would recommend it to other schools. | 6 | 2 | | | | | | | | 1 | | 1 | 2 | 1 | 4 |
| 6. I would like the workshops continued in my school. | 4 | 4 | | | | | | | | 1 | 1 | | 2 | 1 | 2 |

SD—Strongly Disagree. D—Disagree. A—Agree. SA—Strongly Agree

APPENDIX D

WISE

WOMEN'S
INSTITUTE
of the
SOUTHEAST

# A REGIONAL CONFERENCE ON TRANSITIONAL BLACK WOMEN IN THE SOUTHEAST

Atlanta University Center Library
April 15, 1983

# CONFERENCE PROGRAM

**REGISTRATION** 8:30-12:00 — Entrance Foyer, Atlanta University Center Library

**MORNING SESSIONS** 9:00 - 12:00

Presiding: Shelby Lewis, Director of WISE and Professor of Political Science, Atlanta University

9:00 - 10:00 KEYNOTE SESSION

Greetings: Lucy Grigsby, Chairperson, WISE Advisory Board and Professor of English, Atlanta University

Introduction of Speaker: Claudia Jones, Former Assistant Director, WISE and Sociology Instructor, Spelman College

"SEX EQUITY AND EMPLOYMENT PATTERNS: IMPLICATIONS FOR TRANSITIONAL BLACK WOMEN IN THE SOUTHEAST"

* Jewel Prestage, Chairperson, National Advisory Council on Women's Educational Programs, 1980-81 and Professor of Political Science, Southern University

10:00 - 10:45 THE RESEARCH AGENDA

Introduction of Speaker: Ida Rousseau-Mukenge, WISE Advisory Board and Sociology Professor, Morehouse College

"NEEDS, PRIORITIES, AND TRAINING FOR TRANSITIONAL BLACK WOMEN: THE CASE OF ATLANTA"

* Janice Vaughn, WISE Research Coordinator and Associate Dean, School of Social Work, Atlanta University

10:45 - 11:00 COFFEE BREAK

11:00 - 12:00 COMMUNICATIONS AND SUPPORT SERVICES

Introduction of Speaker: Lenora Stephens, Former WISE Media Coordinator and Director of Mass Communications, Clark College

"NETWORKING THROUGH RADIO, SEMINARS AND PRINT MEDIA"

Presiding: Janice Liddell, WISE Media Coordinator and English Professor, Clark College

"VIDEO FOOTAGE ON THE TRANSITIONAL BLACK WOMEN'S PROJECT"

Presiding: Gwendolyn Watson, Associate Editor, WISE NEWS

**LUNCHEON SESSION** 12:00 - 1:45

The Brown Room—Ware Hall

Presiding: Janet Douglass, WISE Advisory Board and Former Director, Atlanta Commission on the Status of Women

Greetings: Chancellor Charles Meredith, Atlanta University Center and President of the Atlanta University Center Institutions:
Atlanta University, Dr. Cleveland Dennard
Clark College, Dr. Elias Blake
Interdenominational Theological Center, Dr. DeOtis Roberts
Morehouse College, Dr. Hugh Gloster
Morris Brown College, Dr. Robert Threatt
Spelman College, Dr. Donald Stewart

Black Women in Song: The Harambee Singers

Introduction of Speaker: Carolyn Joyner, Program Officer, Women's Educational Equity Act Program, U.S. Office of Education

WOMEN'S EDUCATIONAL EQUITY ACT PROGRAMS IN THE SOUTH: OUTLOOK FOR THE FUTURE"

* Leslie Wolfe, Director, Women's Educational Equity Act Program, U.S. Office of Education

## AFTERNOON SESSIONS

2:00 - 6:00

Presiding: Edith Thomas, WISE Advisory Board and Registrar, Interdenominational Theological Center

2:00 - 3:30 TRAINING PROGRAM MODELS

Introduction of Speaker: Rosa Baxter, WISE Advisory Board and Director of Continuing Education, Morris Brown College

"COUNSELING, TRAINING, AND JOB PLACEMENT FOR TRANSITIONAL BLACK WOMEN"

* Shirley McPherson, Associate Director, Women's Institute of the Southeast

Introduction of Speaker: Henrietta Rogers, WISE Advisory Board and Caseworker Supervisor, Fulton County

"ADDRESSING DYSFUNCTIONAL IMAGES AMONG TRANSITIONAL BLACK WOMEN"

* Margaret Rowley, WISE Human Relations Coordinator and Professor of History, Atlanta University

Introduction of Speaker: Annie Howell, WISE Advisory Board and Participant, Transitional Black Women's Project

"OCCUPATOINAL TRAINING: SKILLS AND ATTITUDINAL CHANGE"

* Barbara Brown, WISE Occupational Training Coordinator and Customs Officer, Atlanta Airport

3:30 - 3:45 COFFEE BREAK

3:45 - 4:30 THE PARTICIPANTS' PERSPECTIVES

Introduction of Speakers: Vivian Willis, WISE Participant

"WISE WOMEN SPEAK OUT: PROSPECTS FOR TOMORROW"

* Participants in the Transitional Black Women's Project, 1981 - 1983

* See alphabetical listing on back of program.

## EVENING SESSIONS

4:30 - 6:00

Presiding: Jean Meadows, WISE Advisory Board and Professor of International Relations, Spelman College

4:30 - 5:15 EVALUATION SESSION

Introduction of Speaker: M. George, WISE Advisory Board and Teacher, Sammye Coan Middle School

"MEASURING AND CHARTING CHANGE: THE WISE MODEL"

* Isabella Jenkins, External Evaluator for the Transitional Black Women's Project and Director, Learning Resource Center, Clark College

5:15 - 6:00 WRAP-UP SESSION

Introduction of Speaker: Prince Rivers, Liaison, Transitional Black Women's Project and Provost, Atlanta University Center

"PARTICIPANTS, STAFF, BOARD, AND SUPPORTERS OF WISE: OUR GOALS, STRATEGIES AND ACCOMPLISHMENTS"

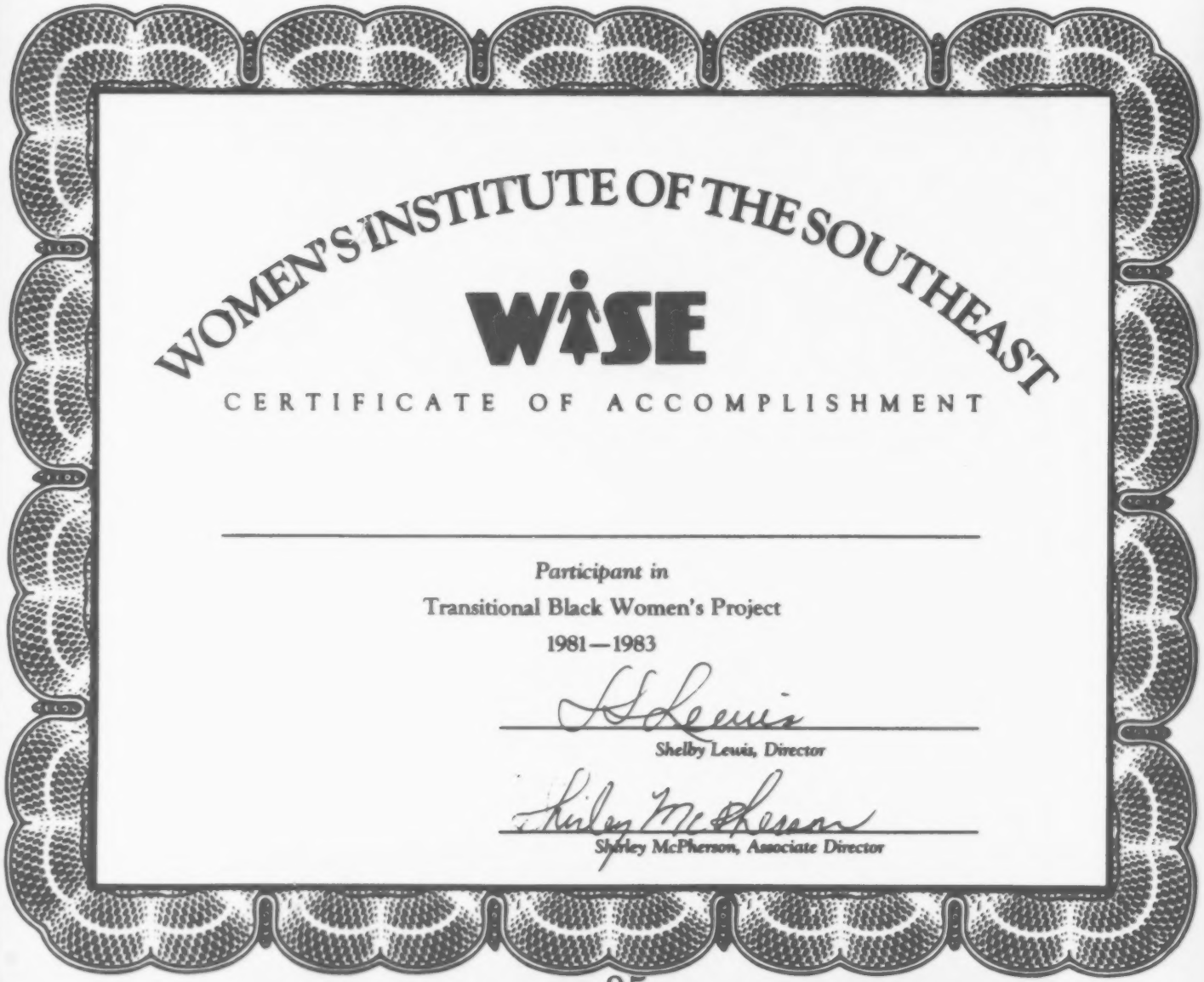
* Shelby Lewis, Director of WISE

## EXHIBITIONS

9:00 - 7:00

CONFERENCE RECEPTION
6:00 - 7:00 p.m.
The Brown Room—Ware Hall

APPENDIX E



WOMEN'S INSTITUTE OF THE SOUTHEAST

WISE

CERTIFICATE OF ACCOMPLISHMENT

*Participant in*

Transitional Black Women's Project

1981—1983

S. D. Lewis

*Shelby Lewis, Director*

Shirley McPherson

*Shirley McPherson, Associate Director*

# TABLES

## TABLE 1

### HUMAN RELATIONS SESSIONS—SUMMARY OF MID-SESSION EVALUATION

| ACTIVITIES | RATINGS | | | | | | |
|---|---|---|---|---|---|---|---|
| | Little Value 1 | 2 | 3 | 4 | Great Value 5 | Mean Average (N=43) | Total |
| 1. ORIENTATION | 0 | 0 | 4 | 16 | 23 | 4.44 | 4.3 |
| 2. ATTITUDE ASSESSMENT | 0 | 0 | 2 | 20 | 20 | 4.43 | 42 |
| 3. SMALL GROUP SESSIONS (Tuesday) | 0 | 1 | 1 | 8 | 32 | 4.69 | 42 |
| 4. SMALL GROUP SESSIONS (Thursday) | 0 | 2 | 0 | 11 | 30 | 4.60 | 43 |
| 5. WEDNESDAY HEALTH SESSION | 0 | 0 | 0 | 8 | 35 | 4.81 | 43 |
| 6. KEEPING THE DIARY | 1 | 2 | 7 | 10 | 23 | 4.21 | 43 |
| 7. KEEPING THE CLIPPINGS | 2 | 3 | 11 | 10 | 12 | 3.71 | 38 |
| OVERALL RATINGS | A(4) | B(3) | C(2) | D(1) | F(0) | 3.71 | 42 |
| | 30 | 12 | 0 | 0 | 0 | 3.71 | 42 |

## TABLE 2

### HUMAN RELATIONS TRAINING ATTITUDE ASSESSMENT
### SUMMARY OF PRETEST AND POSTTEST RESULTS

### GROUP I

| | PRETEST RESPONSE (N=11) | | | | | POSTTEST RESPONSE (N=11) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Agree Fully | Agree Somewhat | Disagree Somewhat | Disagree Fully | Mean Average | Agree Fully | Agree Somewhat | Disagree Somewhat | Disagree Fully | Mean Average |
| | (1) | (2) | (3) | (4) | | (1) | (2) | (3) | (4) | |
| 1. How a person treats others results from experience and cannot be changed. | 1 | 4 | 1 | 5 | 2.9 | 0 | 0 | 9 | 6 | 3.0 |
| 2. One who has not finished high school cannot be a leader. | 0 | 0 | 1 | 10 | 3.9 | 0 | 0 | 1 | 10 | 3.9 |
| 3. Once a decision has been made, it is a sign of weakness to change it. | 2 | 1 | 3 | 5 | 3.1 | 0 | 1 | 3 | 7 | 3.9 |
| 4. Changing one's behavior to fit in with the desires of others is always a sign of weakness. | 1 | 2 | 3 | 5 | 2.8 | 0 | 1 | 4 | 6 | 3.4 |
| 5. I do not have much of a chance for success because my parents were uneducated. | 0 | 0 | 0 | 11 | 4.0 | 0 | 0 | 0 | 11 | 4.0 |
| 6. A person gets ahead in life, depending upon whom she knows. | 3 | 4 | 0 | 4 | 2.3 | 0 | 5 | 2 | 4 | 2.9 |
| 7. Good job opportunities are not available to me because I am a Black woman. | 0 | 1 | 5 | 5 | 3.0 | 0 | 1 | 3 | 8 | 3.6 |
| 8. Mothers of children under 12 years old should not work because they are needed at home. | 0 | 2 | 2 | 7 | 3.4 | 0 | 1 | 2 | 8 | 3.6 |
| 9. Leaders are born and not made. | 3 | 0 | 2 | 6 | 3.0 | 3 | 0 | 3 | 4 | 2.5 |
| 10. The thing to do when a person is unhappy in a situation, job, or relationship is to get out of it immediately. | 2 | 1 | 1 | 7 | 3.1 | 2 | 0 | 6 | 3 | 2.9 |
| 11. When I make a decision that affects only myself, I do not need to find out what anyone else thinks. | 4 | 2 | 3 | 2 | 2.2 | 4 | 1 | 2 | 4 | 2.5 |
| 12. I do not like to associate with people who are different from me because it is too difficult to understand them. | 1 | 0 | 3 | 7 | 3.4 | 1 | 1 | 3 | 6 | 3.2 |
| 13. Only women with a college degree can get well-paying, interesting jobs. | 2 | 1 | 1 | 7 | 3.1 | 0 | 2 | 3 | 6 | 3.3 |
| 14. I do not have a communications problem because I tell people what I think. | 3 | 3 | 2 | 3 | 2.0 | 4 | 2 | 4 | 1 | 2.5 |
| 15. Most people are hostile toward persons on welfare. | 2 | 3 | 3 | 3 | 2.5 | 2 | 2 | 2 | 5 | 2.9 |
| 16. My troubles on the job occur because I am a woman. | 0 | 4 | 1 | 6 | 3.1 | 0 | 2 | 5 | 4 | 3.1 |
| 17. Men supervisors are usually easier to work for than women supervisors. | 3 | 3 | 2 | 3 | 2.4 | 4 | 2 | 3 | 4 | 2.2 |

| | PRETEST RESPONSE (N=11) | | | | | POSTTEST RESPONSE (N=11) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Agree Fully | Agree Somewhat | Disagree Somewhat | Disagree Fully | Mean Average | Agree Fully | Agree Somewhat | Disagree Somewhat | Disagree Fully | Mean Average |
| 18. I prefer a Black supervisor because he/she is more understanding of my problems. | 2 | 2 | 3 | 4 | 2.8 | 2 | 2 | 3 | 4 | 2.8 |
| 19. When a supervisor and an employee disagree, the employee must give in, leave, or be fired. | 1 | 2 | 2 | 6 | 3.1 | 1 | 0 | 4 | 5 | 3.0 |
| 20. Most of my troubles on the job occur because I am Black. | 0 | 1 | 2 | 8 | 3.6 | 2 | 1 | 2 | 6 | 3.0 |
| 21. Women's jobs and men's jobs should be clearly distinguished. | 3 | 2 | 2 | 4 | 2.6 | 3 | 1 | 4 | 3 | 2.5 |
| 22. I would not like to work on a job that is usually done by a man. | 3 | 1 | 2 | 5 | 2.8 | 2 | 2 | 3 | 4 | 2.8 |
| 23. I do not like to see men working on jobs generally filled by women. | 0 | 4 | 0 | 7 | 3.2 | 2 | 0 | 1 | 8 | 3.3 |
| 24. When a supervisor asks someone to perform duties which she does not consider part of her job, it is time for her to confront the supervisor and leave. | 1 | 1 | 4 | 5 | 3.1 | 1 | 3 | 0 | 7 | 3.1 |
| 25. A woman who seeks a job generally held by a man is taking that job away from a man and causing difficulties for men. | 2 | 0 | 2 | 7 | 3.2 | 1 | 0 | 2 | 8 | 3.5 |
| 26. I sometimes have difficulties on the job because I do not understand what I am supposed to be doing. | 0 | 3 | 3 | 5 | 3.1 | 3 | 1 | 1 | 6 | 2.9 |
| 27. I sometimes have trouble keeping a job because the supervisor is not clear as to what my duties are. | 2 | 3 | 2 | 4 | 2.7 | 3 | 4 | 1 | 3 | 2.3 |
| 28. I feel that I can get along with most people, whether or not I like them. | 7 | 2 | 0 | 2 | 1.7 | 7 | 1 | 0 | 3 | 1.9 |
| 29. I do not have a communications problem because I tell people how I feel. | 4 | 4 | 0 | 3 | 2.1 | 5 | 3 | 2 | 1 | 1.9 |

## TABLE 2

### HUMAN RELATIONS TRAINING ATTITUDE ASSESSMENT
### SUMMARY OF PRETEST AND POSTTEST RESULTS

### GROUP II

| | PRETEST RESPONSE (N=13) | | | | | POSTTEST RESPONSE (N=12) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Agree Fully | Agree Somewhat | Disagree Somewhat | Disagree Fully | Mean Average | Agree Fully | Agree Somewhat | Disagree Somewhat | Disagree Fully | Mean Average |
| | (1) | (2) | (3) | (4) | | (1) | (2) | (3) | (4) | |
| 1. How a person treats others results from experience and cannot be changed. | 0 | 5 | 5 | 3 | 2.8 | 1 | 6 | 4 | 1 | 2.4 |
| 2. One who has not finished high school cannot be a leader. | 2 | 3 | 1 | 7 | 2.9 | 1 | 2 | 5 | 4 | 3.0 |
| 3. Once a decision has been made, to change it is a sign of weakness. | 1 | 3 | 5 | 4 | 2.9 | 1 | 3 | 3 | 5 | 3.0 |
| 4. Changing one's behavior to fit in with the desires of others is always a sign of weakness. | 1 | 2 | 6 | 4 | 3.0 | 0 | 3 | 8 | 1 | 2.8 |
| 5. I do not have much of a chance for success because my parents were uneducated. | 0 | 0 | 3 | 10 | 3.8 | 0 | 0 | 2 | 10 | 3.8 |
| 6. A person gets ahead in life, depending upon whom you know. | 0 | 6 | 2 | 5 | 2.9 | 2 | 3 | 2 | 5 | 2.8 |
| 7. Good job opportunities are not available to me because I am a Black woman. | 0 | 3 | 1 | 9 | 3.4 | 0 | 1 | 2 | 9 | 3.6 |
| 8. Mothers of children under 12 years should not work because they are needed at home. | 0 | 1 | 3 | 9 | 3.6 | 0 | 1 | 4 | 7 | 3.5 |
| 9. Leaders are born and not made. | 0 | 2 | 4 | 7 | 3.3 | 0 | 0 | 5 | 7 | 3.5 |
| 10. When I make a decision that affects only me, I do not need to find out what anyone else thinks. | 3 | 4 | 3 | 3 | 2.4 | 5 | 0 | 6 | 1 | 2.2 |
| 11. The thing to do when you are unhappy in a situation, job or relationship is to get out of it immediately. | 4 | 2 | 2 | 5 | 2.6 | 1 | 0 | 4 | 6 | 3.1 |
| 12. I do not like to associate with people who are different from me because it is too difficult to understand them. | 2 | 2 | 2 | 7 | 3.0 | 2 | 1 | 5 | 4 | 2.9 |
| 13. Only women with a college degree can get well-paying, interesting jobs. | 3 | 2 | 2 | 6 | 2.8 | 1 | 3 | 5 | 3 | 2.8 |
| 14. I do not have a communications problem because I tell people what I think. | 3 | 3 | 3 | 4 | 2.6 | 2 | 1 | 6 | 3 | 2.8 |
| 15. Most people are hostile toward persons on welfare. | 4 | 6 | 3 | 0 | 1.8 | 4 | 3 | 5 | 0 | 2.0 |
| 16. My troubles on the job occur because I am a woman. | 1 | 4 | 3 | 5 | 2.9 | 1 | 2 | 7 | 2 | 2.8 |
| 17. Men supervisors are usually easier to work for than women supervisors. | 2 | 4 | 4 | 3 | 2.5 | 2 | 7 | 2 | 1 | 2.1 |

| | PRETEST RESPONSE (N=13) | | | | | POSTTEST RESPONSE (N=12) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Agree Fully | Agree Somewhat | Disagree Somewhat | Disagree Fully | Mean Average | Agree Fully | Agree Somewhat | Disagree Somewhat | Disagree Fully | Mean Average |
| 18. I prefer a Black supervisor because he/she is more understanding of my problems. | 3 | 1 | 2 | 7 | 2.9 | 1 | 2 | 5 | 4 | 3.0 |
| 19. When a supervisor and an employee disagree, the employee must give in, leave, or be fired. | 1 | 3 | 5 | 4 | 2.9 | 1 | 2 | 5 | 4 | 3.0 |
| 20. Most of my troubles on the job occur because I am Black. | 0 | 2 | 6 | 5 | 3.2 | 2 | 0 | 7 | 3 | 2.9 |
| 21. Women's jobs and men's jobs should be clearly distinguished. | 3 | 4 | 2 | 4 | 3.2 | 0 | 2 | 6 | 4 | 3.0 |
| 22. I would not like to work on a job that is usually done by a man. | 0 | 3 | 3 | 7 | 3.3 | 2 | 1 | 7 | 2 | 2.7 |
| 23. I do not like to see men working in jobs usually filled by women. | 0 | 0 | 5 | 8 | 3.6 | 1 | 4 | 4 | 3 | 2.7 |
| 24. When a supervisor asks you to perform duties which you do not consider part of your job, it is time to confront the supervisor and leave. | 0 | 1 | 4 | 8 | 3.5 | 0 | 0 | 6 | 6 | 3.5 |
| 25. A woman who seeks a job generally held by a man is taking that job away from a man and causing difficulties for men. | 0 | 1 | 4 | 8 | 3.5 | 1 | 3 | 3 | 5 | 3.0 |
| 26. I sometimes have difficulties on the job because I do not understand what I am supposed to be doing. | 1 | 5 | 2 | 5 | 2.8 | 1 | 8 | 2 | 1 | 2.2 |
| 27. I sometimes have trouble keeping a job because the supervisor is not clear as to what my duties are. | 0 | 4 | 4 | 5 | 3.0 | 2 | 7 | 1 | 2 | 2.2 |
| 28. I feel that I can get along with most people, whether or not I like them. | 8 | 3 | 1 | 1 | 1.6 | 7 | 4 | 1 | 0 | 1.5 |
| 29. I do not have a communications problem because I tell people how I feel. | 3 | 3 | 5 | 2 | 2.3 | 1 | 5 | 6 | 0 | 2.4 |

## TABLE 2

### HUMAN RELATIONS TRAINING ATTITUDE ASSESSMENT
### SUMMARY OF PRETEST AND POSTTEST RESULTS

### GROUP III

| ITEMS | PRETEST RESPONSE (N=13) | | | | | POSTTEST RESPONSE (N=13) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Agree Fully | Agree Somewhat | Disagree Somewhat | Disagree Fully | Mean Average | Agree Fully | Agree Somewhat | Disagree Somewhat | Disagree Fully | Mean Average |
| | (1) | (2) | (3) | (4) | | (1) | (2) | (3) | (4) | |
| 1. How a person treats others results from experience and cannot be changed. | 1 | 0 | 8 | 4 | 2.5 | 1 | 1 | 6 | 5 | 3.07 |
| 2. One who has not finished high school cannot be a leader. | 1 | 0 | 1 | 11 | 3.6 | 0 | 2 | 2 | 9 | 3.5 |
| 3. Once a decision has been made, to change it is a sign of weakness. | 0 | 2 | 3 | 8 | 3.4 | 1 | 2 | 1 | 9 | 3.3 |
| 4. Changing one's behavior to fit in with the desires of others is always a sign of weakness. | 2 | 1 | 3 | 7 | 3.0 | 1 | 2 | 3 | 7 | 3.2 |
| 5. I do not have much of a chance for success because my parents were uneducated. | 0 | 1 | 1 | 11 | 3.7 | 0 | 0 | 2 | 11 | 3.6 |
| 6. You get ahead in life, depending upon whom you know. | 1 | 3 | 4 | 5 | 3.0 | 0 | 5 | 4 | 4 | 2.9 |
| 7. Good job opportunities are not available to me because I am a Black woman. | 0 | 4 | 6 | 3 | 2.9 | 1 | 3 | 2 | 7 | 3.1 |
| 8. Mothers of children under 12 years should not work because they are needed at home. | 1 | 1 | 3 | 8 | 3.3 | 2 | 0 | 5 | 6 | 3.1 |
| 9. Leaders are born and not made. | 3 | 2 | 2 | 6 | 2.7 | 2 | 1 | 3 | 7 | 3.1 |
| 10. When I make a decision that affects only me, I do not need to find out what anyone else thinks. | 4 | 2 | 2 | 5 | 2.6 | 3 | 2 | 5 | 3 | 2.6 |
| 11. The thing to do when you are unhappy in a situation, job or relationship is to get out of it immediately. | 2 | 2 | 4 | 5 | 2.9 | 2 | 0 | 7 | 4 | 3.0 |
| 12. I do not like to associate with people who are different from me because it is too difficult to understand them. | 1 | 0 | 4 | 8 | 3.4 | 2 | 3 | 2 | 6 | 2.9 |
| 13. Only women with a college degree can get well-paying, interesting jobs. | 2 | 1 | 2 | 8 | 3.2 | 2 | 0 | 6 | 5 | 3.07 |
| 14. I do not have a communications problem because I tell people what I think. | 3 | 2 | 3 | 5 | 2.7 | 2 | 4 | 3 | 4 | 2.6 |
| 15. Most people are hostile toward persons on welfare. | 2 | 4 | 3 | 4 | 2.6 | 2 | 4 | 5 | 2 | 2.5 |
| 16. My troubles on the job occur because I am a woman. | 0 | 2 | 5 | 6 | 3.3 | 2 | 3 | 3 | 5 | 2.8 |
| 17. Men supervisors are usually easier to work for than women supervisors. | 3 | 3 | 2 | 5 | 2.7 | 2 | 4 | 2 | 5 | 2.7 |

| ITEMS | PRETEST RESPONSE (N=13) | | | | | POSTTEST RESPONSE (N=13) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Agree Fully | Agree Somewhat | Disagree Somewhat | Disagree Fully | Mean Average | Agree Fully | Agree Somewhat | Disagree Somewhat | Disagree Fully | Mean Average |
| 18. I prefer a Black supervisor because he/she is more understanding of my problems. | 0 | 2 | 6 | 5 | 3.2 | 0 | 2 | 7 | 4 | 3.1 |
| 19. When a supervisor and an employee disagree, the employee must give in, leave, or be fired. | 2 | 1 | 4 | 6 | 3.0 | 1 | 1 | 5 | 6 | 3.2 |
| 20. Most of my troubles on the job occur because I am Black. | 1 | 2 | 3 | 7 | 3.2 | 2 | 0 | 5 | 6 | 3.1 |
| 21. Women's jobs and men's jobs should be clearly distinguished. | 3 | 2 | 4 | 4 | 3.5 | 0 | 2 | 3 | 8 | 3.4 |
| 22. I would not like to work on a job that is usually done by a man. | 2 | 2 | 5 | 4 | 2.8 | 3 | 1 | 2 | 7 | 3.0 |
| 23. I do not like to see men working in jobs generally filled by women. | 2 | 0 | 4 | 7 | 3.2 | 1 | 2 | 1 | 9 | 3.3 |
| 24. When a supervisor asks you to perform duties that you do not consider part of your job, it is time to confront the supervisor and leave. | 1 | 0 | 6 | 6 | 3.3 | 0 | 1 | 4 | 8 | 3.5 |
| 25. A woman who seeks a job generally held by a man is taking that job away from a man and causing difficulties for men. | 0 | 0 | 5 | 8 | 3.6 | 0 | 0 | 2 | 11 | 3.8 |
| 26. I sometimes have difficulties on the job because I do not understand what I am supposed to do. | 1 | 4 | 5 | 3 | 2.6 | 2 | 4 | 3 | 4 | 2.6 |
| 27. I sometimes have trouble keeping a job because the supervisor is not clear as to what my duties are. | 1 | 5 | 2 | 5 | 2.8 | 1 | 3 | 5 | 4 | 2.9 |
| 28. I feel that I can get along with most people, whether or not I like them. | 7 | 2 | 4 | 0 | 1.7 | 7 | 4 | 1 | 1 | 1.6 |
| 29. I do not have a communications problem because I tell people how I feel. | 4 | 2 | 4 | 3 | 2.4 | 1 | 3 | 6 | 3 | 2.8 |

## TABLE 2

### HUMAN RELATIONS TRAINING ATTITUDE ASSESSMENT
### SUMMARY OF PRETEST AND POSTTEST RESULTS

### GROUP IV

| ITEMS | PRETEST RESPONSE (N=11) | | | | | POSTTEST RESPONSE (N=12) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Agree Fully | Agree Somewhat | Disagree Somewhat | Disagree Fully | Mean Average | Agree Fully | Agree Somewhat | Disagree Somewhat | Disagree Fully | Mean Average |
| | (1) | (2) | (3) | (4) | | (1) | (2) | (3) | (4) | |
| 1. How a person treats others results from experience and cannot be changed. | 1 | 2 | 3 | 5 | 3.09 | 1 | 1 | 7 | 3 | 3.0 |
| 2. One who has not finished high school cannot be a leader. | 1 | 2 | 4 | 4 | 3.0 | 2 | 5 | 0 | 50 | 2.6 |
| 3. Once a decision has been made, to change it is of weakness. | 1 | 2 | 3 | 5 | 3.09 | 1 | 3 | 3 | 5 | 3.0 |
| 4. Changing one's behavior to fit in with the desires of others is always a sign of weakness. | 2 | 0 | 7 | 2 | 2.8 | 2 | 1 | 7 | 2 | 2.7 |
| 5. I do not have much of a chance for success because my parents were uneducated. | 1 | 1 | 2 | 7 | 3.3 | 0 | 0 | 1 | 11 | 3.9 |
| 6. You get ahead in life, depending upon whom you know. | 1 | 2 | 5 | 3 | 2.9 | 0 | 3 | 3 | 6 | 3.2 |
| 7. Good job opportunities are not available to me because I am a Black woman. | 0 | 1 | 7 | 3 | 3.1 | 1 | 1 | 3 | 7 | 3.3 |
| 8. Mothers of children under 12 years should not work because they are needed at home. | 1 | 0 | 5 | 5 | 3.2 | 2 | 3 | 2 | 5 | 2.8 |
| 9. Leaders are born and not made. | 4 | 2 | 2 | 3 | 2.4 | 2 | 3 | 2 | 5 | 2.8 |
| 10. When I make a decision that affects only me, I do not need to find out what anyone else thinks. | 3 | 6 | 1 | 1 | 2.0 | 5 | 3 | 2 | 2 | 2.5 |
| 11. The thing to do when you are unhappy in a situation, job or relationship is to get out of it immediately. | 1 | 4 | 4 | 2 | 2.6 | 0 | 5 | 7 | 0 | 2.5 |
| 12. I do not like to associate with people who are different from me because it is too difficult to understand them. | 0 | 2 | 4 | 5 | 3.2 | 0 | 2 | 6 | 4 | 3.1 |
| 13. Only women with a college degree can get well-paying, interesting jobs. | 1 | 2 | 3 | 5 | 3.09 | 2 | 3 | 1 | 6 | 2.9 |
| 14. I do not have a communications problem because I tell people what I think. | 0 | 4 | 5 | 2 | 2.8 | 1 | 3 | 7 | 1 | 2.6 |
| 15. Most people are hostile toward persons on welfare. | 2 | 4 | 4 | 1 | 2.3 | 2 | 7 | 1 | 2 | 2.2 |
| 16. My troubles on the job occur because I am a woman. | 2 | 2 | 2 | 5 | 2.9 | 2 | 3 | 4 | 3 | 2.6 |
| 17. Men supervisors are usually easier to work for than women supervisors. | 1 | 1 | 5 | 4 | 3.09 | 0 | 2 | 8 | 2 | 3.0 |

| ITEMS | PRETEST RESPONSE (N=11) | | | | | POSTTEST RESPONSE (N=12) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Agree Fully | Agree Somewhat | Disagree Somewhat | Disagree Fully | Mean Average | Agree Fully | Agree Somewhat | Disagree Somewhat | Disagree Fully | Mean Average |
| 18. I prefer a Black supervisor because he/she is more understanding of my problems. | 2 | 2 | 2 | 5 | 2.9 | 0 | 2 | 5 | 5 | 3.2 |
| 19. When a supervisor and an employee disagree, the employee must give in, leave, or be fired. | 2 | 2 | 3 | 4 | 2.8 | 2 | 4 | 0 | 6 | 2.8 |
| 20. Most of my troubles on the job occur because I am Black. | 1 | 2 | 4 | 4 | 3.0 | 1 | 1 | 6 | 4 | 3.0 |
| 21. Women's jobs and men's jobs should be clearly distinguished. | 2 | 2 | 6 | 1 | 2.5 | 1 | 1 | 4 | 6 | 3.2 |
| 22. I would not like to work on a job that is usually done by a man. | 4 | 3 | 3 | 1 | 2.09 | 0 | 3 | 5 | 4 | 3.0 |
| 23. I do not like to see men working in jobs generally filled by women. | 3 | 1 | 6 | 1 | 2.4 | 0 | 2 | 4 | 6 | 3.3 |
| 24. When a supervisor asks someone to perform duties which you does not consider part of your job, it is time to confront the supervisor and leave. | 1 | 3 | 5 | 2 | 2.7 | 0 | 4 | 5 | 3 | 2.9 |
| 25. A woman who seeks a job generally held by a man is taking that job away from a man and causing difficulties for men. | 3 | 1 | 4 | 3 | 2.6 | 0 | 0 | 5 | 7 | 3.5 |
| 26. I sometimes have trouble keeping a job because the supervisor is not clear as to what my duties are. | 4 | 4 | 3 | 0 | 1.9 | 3 | 1 | 4 | 4 | 2.7 |
| 27. I sometimes have difficulties on the job because I do not understand what I am supposed to do. | 1 | 3 | 4 | 3 | 2.7 | 4 | 0 | 3 | 5 | 2.7 |
| 28. I feel that I can get along with most people, whether or not I like them. | 6 | 2 | 0 | 2 | 1.6 | 7 | 4 | 1 | 0 | 1.5 |
| 29. I do not have a communications problem because I tell people how I feel. | 3 | 3 | 3 | 2 | 2.3 | 3 | 4 | 5 | 0 | 2.1 |

## TABLE 3

## WISE 1983 OCCUPATIONAL OPTIONS TRAINING AND COUNSELING MODULES

| Training | Objectives | Activities |
|---|---|---|
| Self-Assessment | State verbally or in writing personal needs, interests and values which impact career development. | • Self-Assessment questionnaire<br>• Career Choice Game<br>• Values Shield<br>These were used as tools for assessing the students' career planning skills and knowledge, and for aiding them in identifying their personal interests, needs, values and achievements. |
| Career Planning Information | State verbally or in writing, occupations that correspond to personal interests, values and needs. | • Short talk/discussion: "Purpose and procedures for the job information interview". |
| | Describe the duties of one or more jobs that are of personal interest. | • "What's My Line:" Students used a game format to disseminate and discuss job career information. They asked questions to get clues to role model's job titles. As a follow-up to this exercise, students were given job information interview guides and an assignment to interview a worker in the community.<br>• Film/Discussion: "Sky's The Limit." (career motivational film produced by Coca-Cola, USA). This film featured a broad range of Black and female role models in aviation/space careers. Students discussed and recorded the preferred occupations from among those shown in the film. |
| Career Success Skills | Demonstrate an increase in ability to use appropriate interview techniques.<br>• Tell the difference between vertical career and horizontal career<br>• List or tell 3 things that are necessary to move up a career ladder. | • Short talk/discussion: "Skills for Career Success." This exercise was used to introduce career success skills and to guide students in associating Human Relations.<br>Training with Occupational Option Training experiences. |

| | | |
|---|---|---|
| | • List or tell 3 things that are found on tests most of the time<br><br>• State why you think test taking skills are important to career planning. | • Test Taking Skills: Opportunities to practice strategies for making higher scores on standardized and other tests were provided. |
| | • State verbally a personal goal. | • Goal Setting: In a "brain storm" session, students and trainers shared ideas on the meaning of "goal". Each group wrote a definition for goal; each student created a box to represent his or her personality and wrote a personal goal to be placed inside the box. The training unit staff also created boxes and demonstrated them as models. Staff boxes had an additional value of helping the students to understand career development concepts, e.g., one training coordinator's box included a key representing her key to success and a ladder representing vertical career movement. |
| Experimental Learning Tour | • Name in writing a resource for career development information.<br><br>• Describe a college campus in writing.<br><br>• List five different kinds of work people do in the central city area of large cities. | Minority Heritage Tour:<br>• Driving tour of Black business and cultural landmarks,<br>  • Atlanta University Center<br>  —T.V. & Radio studies at Clark College—Tour and Lecture<br>  —Woodruff Library—Tour and Lecture<br>  —Women's Institute of the Southeast (WISE)—Tour and Lecture<br>  • Frankie Jennings Cosmetics Factory (Black female owned company)<br>  —Tour and Lecture<br>  • Martin Luther King Center Complex<br>  —Tour and Lecture |

## TABLE 4

### SUMMARY OF FINAL EVALUATIONS OF HUMAN RELATIONS SESSIONS

**PART 1**

PROGRAM PARTS

| ITEMS | Little Value | | | | Great Value | Mean Average | Total |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | | |
| 1. Attitude Assessment | 1 | 2 | 4 | 7 | 34 | 4.48 | 48 |
| 2. Small Group Sessions | 1 | 0 | 1 | 4 | 42 | 4.79 | 48 |
| 3. Health Session | 0 | 1 | 3 | 5 | 39 | 4.71 | 48 |
| 4. Role Model from Xerox Corporation | 0 | 0 | 1 | 5 | 42 | 4.85 | 48 |
| 5. Session on Community Resources | 2 | 0 | 4 | 12 | 30 | 4.42 | 48 |
| 6. Session on Historical Role of Black Women and Sexual Harassment | 7 | 0 | 2 | 1 | 38 | 4.31 | 48 |
| 7. Employer's Visit | 0 | 2 | 2 | 14 | 30 | 4.50 | 48 |
| 8. Session on Role Model | 0 | 0 | 3 | 12 | 30 | 4.44 | 48 |

## TABLE 4

### SUMMARY OF FINAL EVALUATIONS OF HUMAN RELATIOSN SESSIONS

#### PART II

SOME OF THE WAYS THE PROGRAM MAY HAVE HELPED. AFFECTED OR CHANGED YOU

| ITEMS | Agree Fully (1) | Agree Somewhat (2) | Disagree Somewhat (3) | Disagree Fully (4) | Mean Average | Total |
|---|---|---|---|---|---|---|
| 1. Changed some of my attitudes. | 29 | 7 | 7 | 5 | 1.79 | 48 |
| 2. Caused me to think about my values. | 37 | 4 | 2 | 5 | 1.48 | 48 |
| 3. Gave me new information which will be helpful to me. | 41 | 4 | 1 | 2 | 1.25 | 48 |
| 4. Made me feel better about myself. | 42 | 4 | 0 | 2 | 1.21 | 48 |
| 5. Increased my desire to continue my education and get the GED or other training. | 45 | 1 | 0 | 2 | 1.15 | 48 |
| 6. Caused me to think about jobs or careers I had not thought about before. | 38 | 6 | 1 | 3 | 1.35 | 48 |
| 7. Made me more willing to talk in a group. | 33 | 9 | 4 | 2 | 1.48 | 48 |
| 8. Made me more aware of my strengths. | 36 | 9 | 2 | 1 | 1.33 | 48 |
| 9. Made me more aware of my weaknesses. | 31 | 12 | 3 | 2 | 1.50 | 48 |
| 10. Helped me to look at myself in a way that I had not done before. | 30 | 12 | 2 | 4 | 1.58 | 48 |
| 11. Helped me to be aware of others in a way that I had not done before. | 30 | 11 | 4 | 3 | 1.58 | 48 |
| 12. Increased my desire to better myself. | 40 | 5 | 1 | 2 | 1.27 | 48 |
| 13. Made me feel more important as a person. | 42 | 4 | 0 | 2 | 1.21 | 48 |
| 14. Let me know that there are people who can care about me. | 32 | 10 | 4 | 2 | 1.50 | 48 |
| 15. Helped me to understand how people working together can support, help and comfort one another. | 35 | 7 | 4 | 2 | 1.44 | 48 |
| 16. Caused me to think about how I can improve my chances for getting and keeping a job. | 43 | 2 | 1 | 2 | 1.29 | 48 |
| 17. Helped me to understand better the reasons for conflict on a job. | 33 | 11 | 1 | 3 | 1.46 | 48 |

| ITEMS | Agree Fully (1) | Agree Somewhat (2) | Disagree Somewhat (3) | Disagree Fully (4) | Mean Average | Total |
|---|---|---|---|---|---|---|
| 18. Gave me some useful ways of avoiding or handling conflict on the job. | 32 | 12 | 0 | 4 | 1.50 | 48 |
| 19. Introduced me to friends who can help me fulfill my social needs. | 28 | 15 | 5 | 0 | 1.52 | 48 |
| 20. Introduced me to persons who may aid me in my search for employment. | 31 | 14 | 2 | 1 | 1.44 | 48 |
| 21. Caused me to be more aware of the need to get learning experiences for my own children (Answer this item only if you are a mother.) | 33 | 16 | 6 | 0 | 1.28 | 48 |

## TABLE 4

### SUMMARY OF FINAL EVALUATIONS OF HUMAN RELATIONS SESSIONS

### PART III

| ITEMS | RATINGS | | | | Mean | |
|---|---|---|---|---|---|---|
| | Excellent | Good | Fair | Poor | Average | Total |
| 1. Generally, the speakers in the large group were | 36 | 12 | 0 | 0 | 3.75 | 48 |
| 2. The trainer in my small group was | 42 | 6 | 0 | 0 | 3.88 | 48 |
| 3. Overall, I would rate the total program as | 45 | 3 | 0 | 0 | 3.94 | 48 |

## TABLE 4

### SUMMARY OF GAINS AND MEANS FOR TABE READING PRE- AND POST-TESTS

| Student No. | Vocabulary Pre-test | Vocabulary Post-test | Vocabulary Gain | Comprehension Pre-test | Comprehension Post-test | Comprehension Gain | Total Grade Score Pre-test | Total Grade Score Post-test | Total Grade Score Gain |
|---|---|---|---|---|---|---|---|---|---|
| 1* | 9.7 | 9.7 | 0.0 | 7.2 | 9.9 | 2.7 | 8.2 | 9.8 | 1.6 |
| 2*** | 9.3 | 10.1 | 0.8 | 6.2 | 8.3 | 2.1 | 7.7 | 9.1 | 1.4 |
| 3* | 8.2 | 10.1 | 1.9 | 10.2 | 10.8 | 0.6 | 9.3 | 10.5 | 1.2 |
| 4** | 7.4 | 8.9 | 1.5 | 7.2 | 8.6 | 1.4 | 7.3 | 8.7 | 1.4 |
| 5*** | 6.8 | 8.6 | 1.8 | 5.4 | 8.6 | 3.2 | 6.5 | 8.6 | 2.1 |
| 6**** | 5.2 | 7.2 | 2.0 | 5.9 | 7.3 | 1.4 | 5.7 | 7.2 | 1.5 |
| 7* | 5.0 | 6.8 | 1.8 | 7.0 | 7.8 | 0.8 | 5.7 | 7.2 | 1.5 |
| 8*** | 5.0 | 6.2 | 1.2 | 5.0 | 5.0 | 0.0 | 5.0 | 5.4 | .4 |
| 9*** | 5.0 | 7.4 | 2.4 | 5.0 | 7.2 | 2.2 | 5.0 | 7.3 | 2.3 |
| 10*** | 5.0 | 5.0 | 0.0 | 5.0 | 5.0 | 0.0 | 5.0 | 6.2 | 1.2 |
| 11*** | 5.0 | 5.5 | .5 | 7.0 | 7.5 | 0.5 | 5.8 | 6.5 | 0.7 |
| 12*** | 5.0 | 6.2 | 1.2 | 5.0 | 7.1 | 2.1 | 5.0 | 6.6 | 1.6 |
| 13** | 5.0 | 6.1 | 1.1 | 5.0 | 5.0 | 0.0 | 5.0 | 5.5 | 0.5 |
| 14** | 5.0 | 5.7 | 0.7 | 5.1 | 5.4 | 0.3 | 5.1 | 5.6 | 0.5 |

*Passed GED

**Took all parts but failed GED

*Did not take all parts of GED

****Did not take GED

| | | | | | | |
|---|---|---|---|---|---|---|
| Total gain | 16.9 | Total gain | 17.3 | Total gain | 17.9 |
| Average gain | 1.21 | Average gain | 1.24 | Average gain | 1.28 |
| Pretest mean | 5.9 | Pretest mean | 6.45 | Pretest mean | 6.31 |
| Posttest mean | 7.45 | Posttest mean | 7.45 | Posttest mean | 7.45 |

## TABLE 5

### SUMMARY OF GAINS AND MEANS FOR TABE READING PRE- AND POST-TESTS

| | Computations | | | Concepts and Problems | | | Total | | |
|---|---|---|---|---|---|---|---|---|---|
| Student No. | Pre-test | Post-test | Gain | Pre-test | Post-test | Gain | Pre-test | Post-test | Gain |
| 1* | 6.8 | 10.0 | 3.2 | 7.5 | 10.5 | 3.0 | 7.1 | 10.0 | 2.9 |
| 2 | 6.7 | 9.4 | 2.7 | 7.5 | 8.3 | 0.8 | 7.0 | 8.8 | 1.8 |
| 3* | 5.0 | 7.4 | 2.4 | 5.9 | 7.3 | 1.4 | 5.3 | 7.3 | 2.0 |
| 4 | 5.0 | 5.6 | 0.4 | 5.0 | 6.7 | 1.7 | 5.0 | 6.2 | 1.2 |
| 5 | 5.0 | 6.7 | 1.7 | 5.0 | 6.9 | 1.9 | 5.0 | 6.7 | 1.7 |
| 6 | 5.0 | 7.2 | 2.2 | 5.6 | 5.3 | 0.3 | 5.6 | 7.2 | 1.6 |
| 7* | 5.0 | 6.0 | 1.0 | 5.0 | 5.0 | 0.0 | 5.0 | 0.0 | 0.0 |
| 8 | 5.0 | 7.2 | 2.2 | 5.0 | 5.0 | 0.0 | 5.0 | 6.3 | 1.3 |
| 9 | 5.0 | 5.8 | 0.8 | 5.0 | 5.0 | 0.0 | 5.0 | 5.2 | 0.2 |
| 10 | 5.0 | 5.8 | 0.8 | 5.0 | 5.0 | 0.0 | 5.0 | 5.2 | 0.2 |
| 11 | 5.0 | 5.6 | 0.6 | 5.0 | 5.3 | 0.3 | 5.0 | 5.6 | 0.6 |
| 12 | 5.0 | 5.2 | 0.2 | 5.0 | 5.3 | 0.3 | 5.0 | 5.3 | 0.3 |
| 13 | 5.0 | 7.0 | 2.0 | 5.0 | 6.3 | 1.5 | 5.0 | 6.8 | 1.8 |
| 14 | 5.0 | 5.0 | 0.0 | 5.0 | 5.0 | 0.0 | 5.0 | 5.0 | 0.0 |
| | Total gain | | 20.2 | Total gain | | 10.6 | Total gain | | 15.6 |
| | Average gain | | 1.44 | Average gain | | .757 | Average gain | | 1.11 |
| | Pretest mean | | 5.086 | Pretest mean | | 5.30 | Pretest mean | | 5.20 |
| | Posttest mean | | 7.16 | Posttest mean | | 6.40 | Posttest mean | | 6.59 |

## TABLE 6

**Employment And/Or Educational Activity at the End of the Transitional Black Women's Project**

| CLIENT | ACTIVITY |
|---|---|
| 02 | GED Certificate; Clerical Assistant, Southside Comprehensive Health Center |
| 03 | GED Certificate; Clerical Trainee, Opportunities Project— Atlanta Urban League |
| 04 | Warehouse worker, Sears, Roebuck and Company |
| 07 | GED Certificate; Full-time student, Morris Brown College |
| 08 | GED Certificate; Clerical Assistant, Southside Comprehensive Health Center |
| 09 | GED Certificate; Salesperson, Bronner Brothers Beauty Supply Company |
| 010 | Enrolled in GED Program |
| 011 | Atlanta Job Corp, Job training and GED skills training program |
| 012 | Student, Rutledge School of Nursing |
| 013 | GED Certificate; Relocated and continues educational skills development at Sarasota Vocational Technical Center, Sarasota, Florida |
| 014 | Enrolled in GED Program |
| 015 | Caterer and Domestic Services; Self-employed |
| 016 | Domestic services, Atlanta Janitorial Services |
| 017 | GED Certificate; Full-time student, Atlanta Area Technical School |
| 018 | Enrolled in GED Program |

| CLIENT | ACTIVITY |
|---|---|
| 020 | GED Certificate |
| 021 | Child Care Assistant,<br>Black Women's Coalition |
| 022 | GED Certificate; Full-time student,<br>DeKalb Community College |
| 023 | GED Certificate |
| 024 | GED Certificate; Computer Operator Trainee,<br>American Bell International |
| 025 | GED Certificate;<br>Clark, Southside Comprehensive Health Center |
| 026 | GED Certificate |
| 027 | GED Certificate;<br>Andrews Products |
| 028 | GED Certificate |
| 029 | GED Certificate |
| 031 | GED Certificate; Clerk,<br>Grissom Associates; State of Georgia,<br>Department of Community Affairs |
| 032 | Seamstress,<br>United Exposition Rental Agency |
| 033 | Child Care Assistant,<br>The Learning House |
| 034 | Cashier,<br>Georgia Building Authority |
| 035 | GED Certificate |